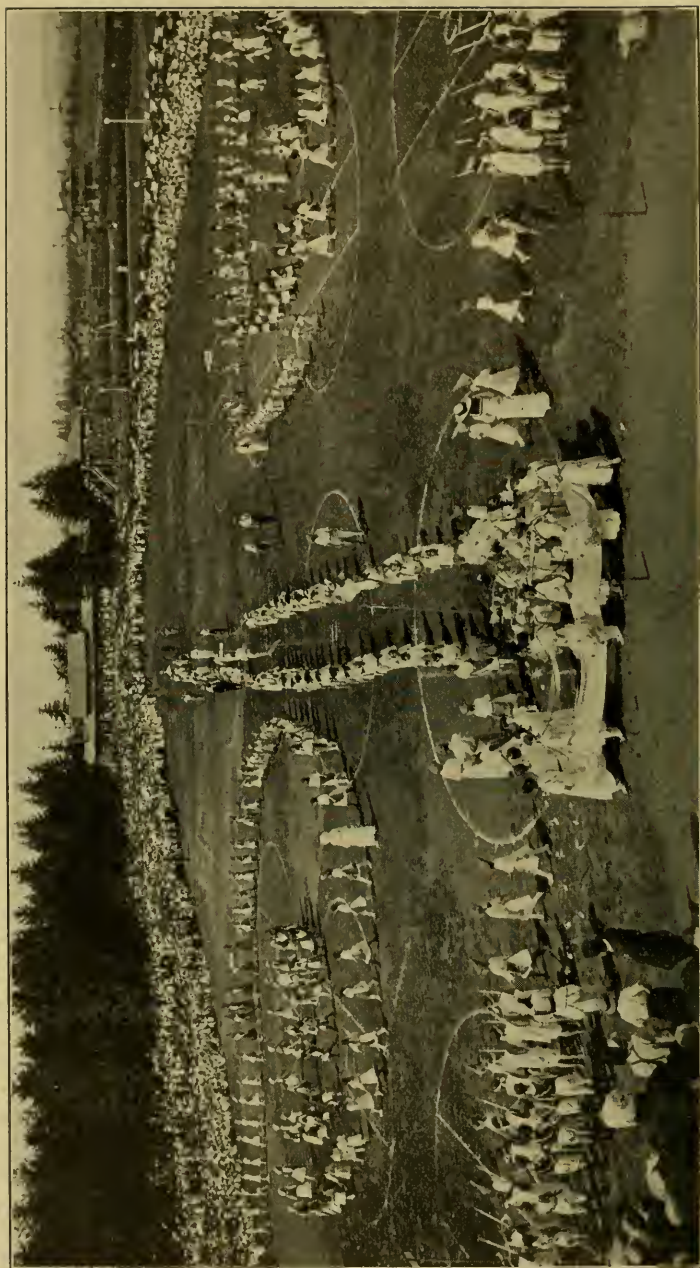


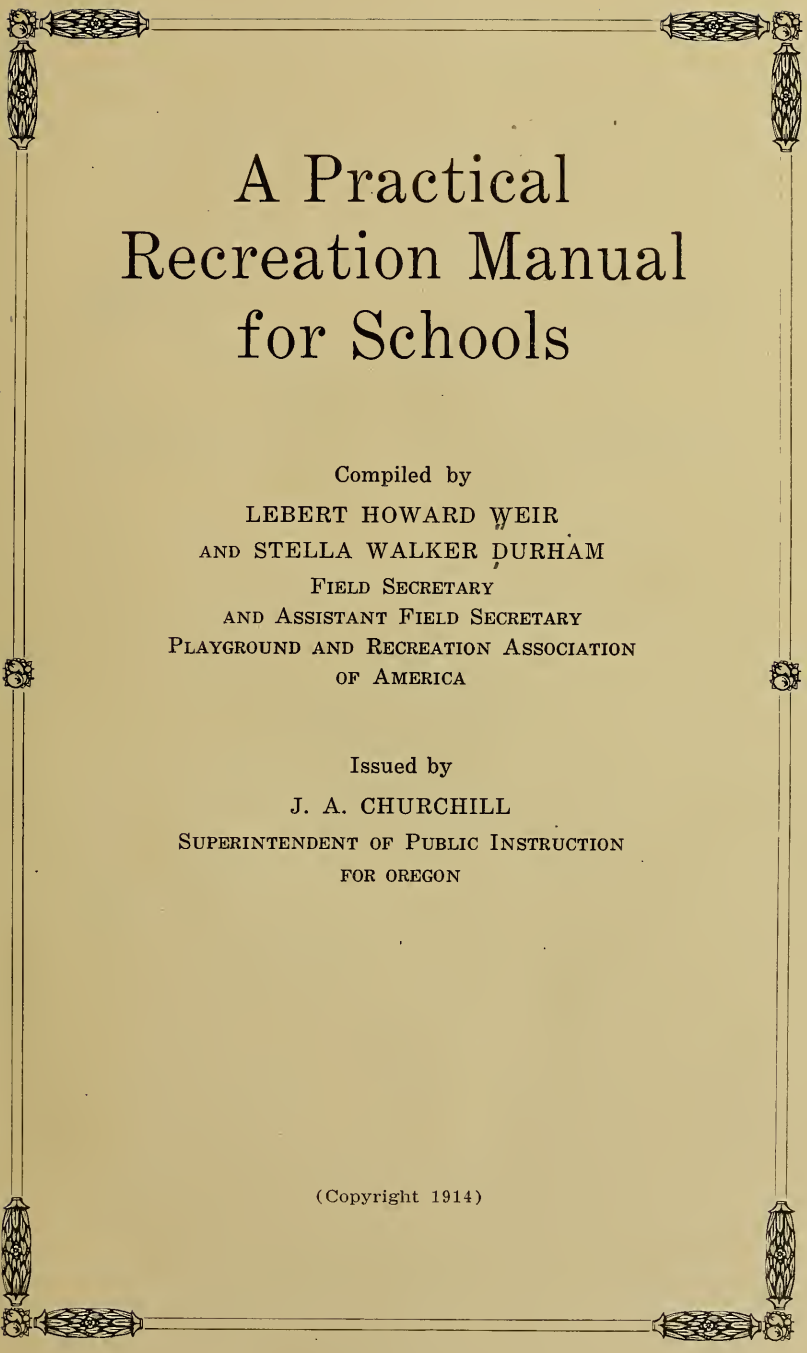
A Practical
Recreation Manual
for Schools



Oregon



Play Festival on Meadow of Peninsular Park, Portland, Oregon, 1913.



A Practical Recreation Manual for Schools

Compiled by
LEBERT HOWARD WEIR
AND STELLA WALKER DURHAM
FIELD SECRETARY
AND ASSISTANT FIELD SECRETARY
PLAYGROUND AND RECREATION ASSOCIATION
OF AMERICA

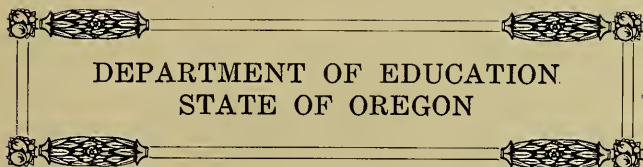
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SUPERINTENDENT OF PUBLIC INSTRUCTION
FOR OREGON

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DEPARTMENT OF EDUCATION
STATE OF OREGON

J. A. CHURCHILL,
Superintendent of Public Instruction.

E. F. CARLETON,
Assistant State Superintendent.

FRANK K. WELLES,
Assistant State Superintendent.

N. C. MARIS,
L. P. HARRINGTON,
Field Workers Industrial Fairs.



Play Shed, Boys' and Girls' Aid Society, Portland, Oregon.



DEDICATION

TO THE CHILDREN OF OREGON, to whom Nature has bequeathed broad plains to roam, high mountains to climb, clear rivers to swim and warm sunshine and gentle rains to make them strong, this book of Plays and Games is dedicated. If it shall add a little to their good health; if it shall subtract one tiny whit from the drudgery of their necessary tasks; if it shall divide their hours of childhood sorrow by days of merriment; if it shall multiply by the smallest fraction their youthful joy in living, then will its authors have been greatly rewarded.



INTRODUCTION

IN compiling this manual the aim has been to get together whatever material on the subject would be of most immediate and practical help to the teachers of Oregon. In order to do this we have borrowed freely from many sources. Acknowledgment is especially due to E. B. DeGroot, secretary of Chicago Playground Association, for information upon equipment; to Jessie H. Bancroft, from whose book, *Games for the Playground, Home, School and Gymnasium*, many of the games have been taken, and to George E. Johnson, whose *Education by Plays and Games* has been a never-ending source of inspiration.

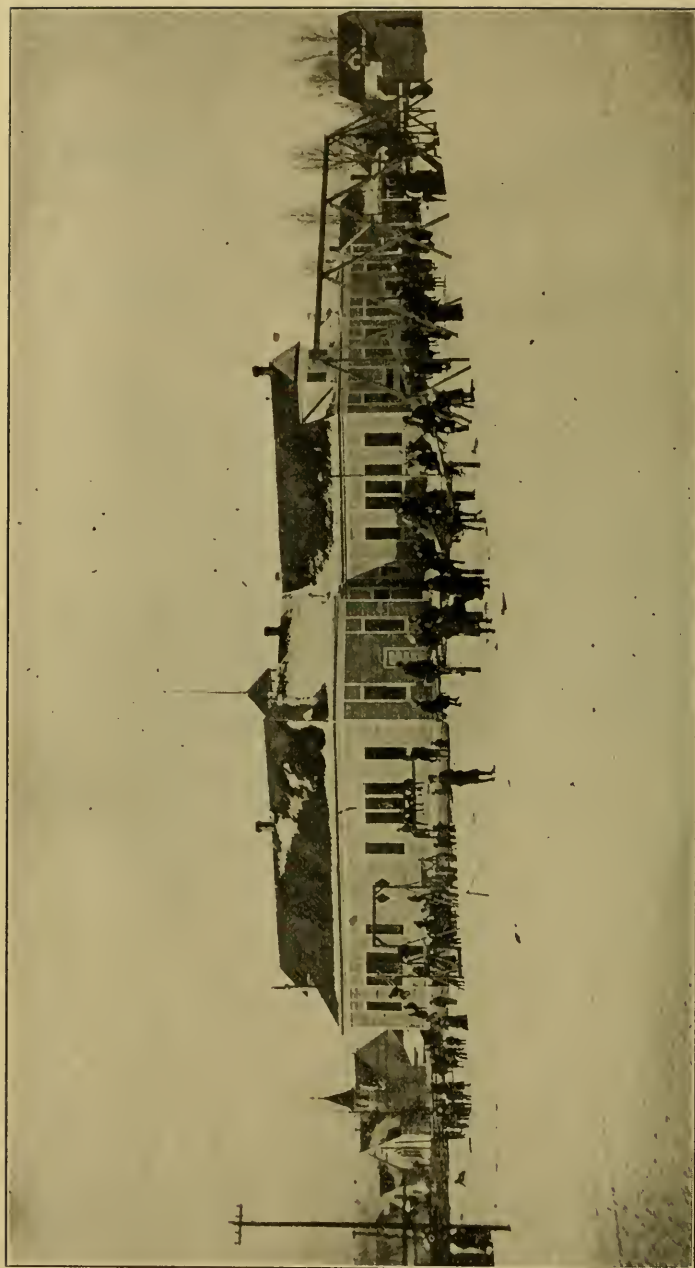
To Robert Krohn, Director of Physical Training in the Portland Public Schools, and to Cecile Boyd of the Physical Training Department of the Portland Y. W. C. A., we wish to express sincere gratitude for practical suggestions and criticisms.

LEBERT HOWARD WEIR,
STELLA WALKER DURHAM.



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School Playground in Winter at Enterprise, Wallowa County, Oregon.

PLAY AND EDUCATION



THE value of play as an integral part of an educational system is beginning to receive some measure of the recognition that it has not had since Greek civilization was at its height. Theoretically we all accept the Greek ideal of an educational system that shall concern itself equally with the physical, mental and moral welfare of the individual. Practically, in this country, we have ignored the physical, given less and less attention yearly to the moral, and concentrated on the mental.

The inevitable results of such a system are already manifest in America, in a generation of high-strung, nervous people, excelling in scientific genius and commercial shrewdness, but lacking in physical vigor.

It is a matter of history with which all are familiar that, while all her people deemed it an honor to struggle for the laurel leaf, Greece led the world and set a standard for all time in art, science and literature. The degeneracy of Greece came to pass with the degrading of athletics into mere professional contests. Greek educators first built up the body. Their physical training system was a perfectly balanced one, calculated to give *health, strength and grace*. To accomplish this they made use of athletics, apparatus work, dancing and, to a large degree, of plays and games.

While there is much to be said of the value of play in the development of mental power (alertness, rapid thinking, quick decisions are necessary in a good game), there is still more to be said for the moral value of it. Where there is selfishness and dishonesty, play cannot continue. The child who cheats becomes an outcast. The rules of clean sport are the precepts of right living. How many of the phrases we use to designate

honest dealing come from games, as "fair play," a "square deal," etc.

To give dares and to take risks, to strive with all his might to win a goal, develop a boy's will power, while at the same time the restraint that he must exert not to play out of his turn, not to start before the signal and not to take an unfair advantage of his opponent, must needs develop self-control.

But the chief benefit to be derived from play, important as is its value mentally and morally, is in its value as physical training. A game that brings into play all the muscles of the body, without the player being conscious that he is developing his muscles, is the ideal form of exercise.

EQUIPMENT

CHAPTER I

Distinction Between Equipment and Apparatus



QUIPMENT includes apparatus but apparatus does not include equipment. Equipment is the inclusive, attracting and interest-sustaining element of a playground. Apparatus is merely the appendage of equipment. A great deal of trouble and poor results come from the fact that too much attention is paid to apparatus and not enough to the vital points of the playground, such as space, surfacing, beauty, etc., and especially the play leader or leaders.

Extent of Grounds

No grade school should be located upon less than three acres of ground, no matter how few children attend, and five acres or more would be better. No high school should be located upon less than five acres, and ten or fifteen would be better. In Riverside, California, a city of 15,000, the new high school is built upon twenty-eight acres; in Pasadena, upon sixteen acres; Jefferson High School, Portland, Oregon, upon six acres; and Lincoln High School, Tacoma, Washington, upon ten acres.

The reasons for larger grounds for modern schools are: First, organized plays and games, especially the highly organized games like baseball and football, require more space—the former needing exactly two acres and the latter one and three-fourths acres; secondly, school gardens and agricultural work; and lastly, the use of the large school ground as a community park and recreation place, both in rural communities and in towns and cities. The enlarged school grounds make the ideal basis for development of a rural town and small city park plan.

Grading and Surfacing

Taking all things into consideration, a level surface is necessary. Therefore, if the ground be rough or sloping or filled with small mounds or stumps, rocks, etc., the first thing to do is to make a smooth surface.

The best surfacing is *sod*, but where the playground is small, with a great many children using it, and there is much rainy weather, some sort of firm surface ought to be provided.

Cinders are used quite extensively in some places but they are rough and are difficult to get in sufficient quantities on the Coast—not a satisfactory surface.

Sawdust or tan bark is used in many places, makes a fairly satisfactory temporary surface, is cheap, etc.; however, it becomes very wet in rainy weather and dusty in dry weather—not recommended except as a temporary surfacing.

Torpedo sand (sand made up of little pebbles of about a quarter of an inch in diameter from which dust and dirt have been removed) *spread over* a subsoil of clay or loam to a depth of one stone deep, well rolled and sprinkled, makes a very practical surface. Cost, about \$1.50 per cubic yard. One cubic yard will cover about 100 square yards of playground surface.

The following is considered the most durable, serviceable and practical surfacing ever devised—composition of cork, sand, stone and asphalt:

Cork (pieces $\frac{1}{8}$ to $\frac{1}{4}$ inch in diameter)	. 16 $\frac{2}{3}$ % by weight
Stone (pieces $\frac{1}{8}$ to $\frac{1}{4}$ inch in diameter)	. 16 $\frac{2}{3}$ % by weight
Sand 33 $\frac{1}{3}$ % by weight
Asphalt 33 $\frac{1}{3}$ % by weight

If subsoil of sticky clay, first place cinders to a depth of twelve inches, well rolled. If sandy subsoil, place four inches of cinders. Cover with two inches of stone (pieces $\frac{1}{2}$ to $1\frac{1}{4}$ inches in diameter). Roll well. Place upon this foundation the above mixture spread to depth of one inch. Roll with a hand roller weighing 1,500 or 2,000 pounds. Spread over the surface thus formed a light covering of sand or crushed granite. Cost varies from 60c to \$1.60 per square yard, exclusive of grading and foundation of stone and cinders.

It is well to add that the problem of playground surfacing has not been satisfactorily solved.

NOTE.—Cost prices given in this chapter are prices prevailing in the Middle West.

Drainage

The best plan is to make the whole area of the playground slightly convex, placing catch basins (if used) or open drains at the outer edge. Of course, if the ground has a natural slope in one general direction, all drainage necessary is secured without trouble.

Fencing

Experience has shown that in the larger towns and cities, fencing of the playgrounds is an absolute essential to their proper control. This may not be necessary in small towns and rural districts.

An iron fence with metal posts embedded in cement can be constructed at a cost of from 50c to 75c per foot.

Iron picket fence of indestructible character can be secured for about \$1.50 per foot. A very good fence can be made of wooden posts with a heavy wire mesh stretched upon them and then covered with vines. The fence should be about six or seven feet high.

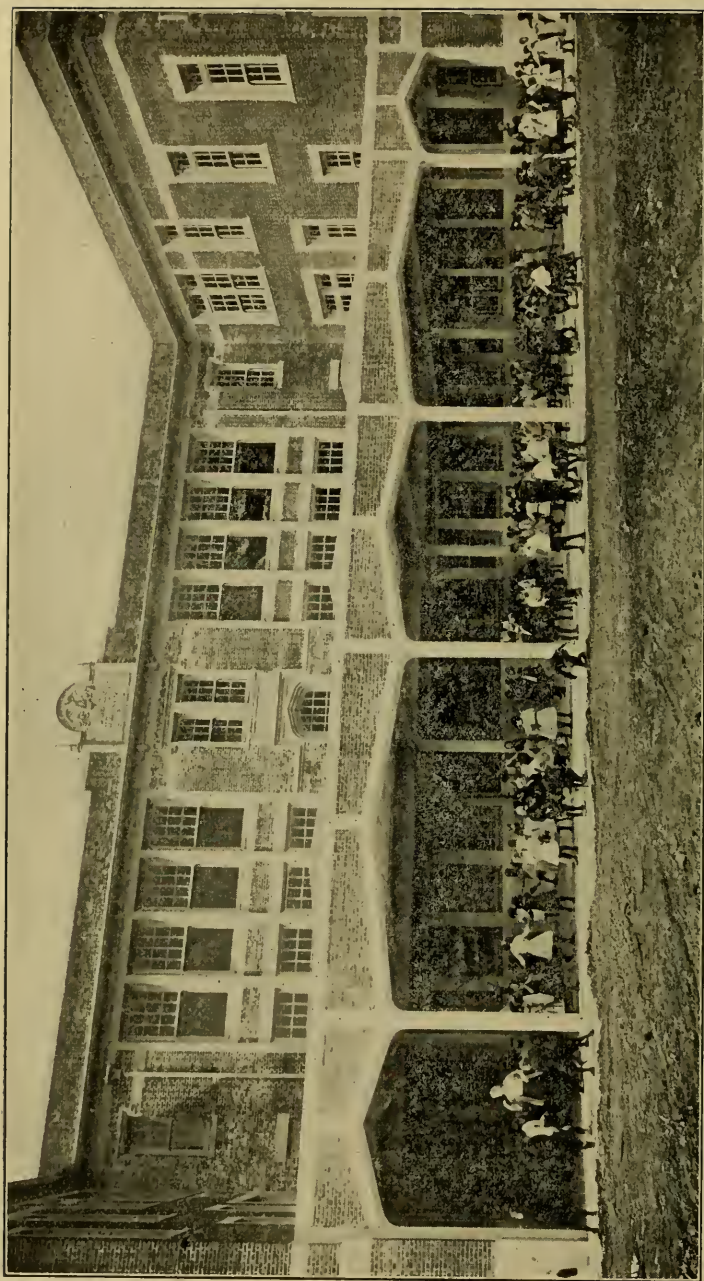
Lighting Playgrounds

In any community where it is desired to use the school playgrounds in the evening, some method of lighting the grounds is essential. Experience has shown that the greatest attendance upon the playground will likely be after supper, especially when the playground is maintained during summer months. The after-supper hour is the witching time of play, as every father and mother can remember.

Lighting does away with the moral danger which too frequently arises from an unlighted playground. If electricity is used, the wires for lighting should be brought in underground.

Make Playground Attractive

Do not fail to beautify the playground with plants, shrubs, flowers, grass plots, vines, and for the school building provide flower boxes for the windows. Shade should be amply provided in that portion of the playground where the little children play. The girls' portion of the playground should have a shady nook for quiet games, story hour or handwork hour. The school playground should be the prettiest and most attractive place in the community. Too often it is the barest, most desolate and most unattractive place.



Glass Covered Court, New Failing School, Portland, Oregon.

Water

In towns having water systems, one or more bubbling fountains on the playground are essential if the ground is used in the summer.

Toilet Facilities

It is hardly necessary to mention this, inasmuch as every school is more or less amply provided with these facilities. However, too much stress cannot be laid upon the necessity of keeping toilet facilities in as perfect sanitary condition as possible.

Where the toilets are located in the basement of the school and the playground is used during vacation, some arrangement must be made to shut off the remainder of the building. This can be done by placing substantial gates in passageways leading upstairs.

Baths

No modern school building should be constructed without shower baths. Of course, this is practically possible only in those towns and cities having a water system or where the school has an individual water system. Shower baths are a very necessary adjunct to the playground, and while best located in the school building, it is possible to make a shower bath on the playground for summer use by placing the bath over a catch basin surrounded by a canvas wall. Such a bath may give as much joy to the children as a \$10,000 bath house.

Location of Building

The principle to be followed in the location of buildings is: "What position of the building will allow the largest possible area of unbroken play space?" Location in center of grounds is usually a mistake. The best location will largely be determined by shape and topography of ground. In general, however, the building should be placed well toward the edge of any one of the sides or any one of the corners, allowing thus the maximum free space for play.

Division of Playground Space

The playground may be divided upon a basis of area, attendance, activities and age. Boys, as a general rule, require a greater amount of space than girls or little children (children under eight or ten years of age). Boys and girls up to ten



Part of Playground in District No. 5, Benton County, Oregon.
This School has a Fine Gymnasium, Sand Pits, Swings and a Ball Ground.

years of age may safely play together on the same playground.

The play and game life of adolescent boys and girls differs widely, calling for separate spaces. However, there is no good reason why boys and girls of this age should not play some games together, such as blackman, prisoner's base, etc.

On some of the school playgrounds of Oakland, California, it is not unusual to see a girls' playground baseball team pitted against a boys' team. The general moral and social results have been good. Outdoor gymnasium apparatus for boys and girls, however, should be separate.

Apparatus for Children

SAND COURT

This will be the first selection for the small children, a pile of sand inclosed by either wood or cement walls from twelve to fourteen inches high. Twelve by sixteen feet makes a good sized court. Place over some porous surface so that water may seep through. If made with cement bottom, allow for perfect drainage. Sand must be cared for regularly two or three times a week by clearing it of all rubbish, pieces of paper, bread, peelings, etc.

There is no great danger of disease in the sand court if it is exposed to the sunlight and the sand is turned over thoroughly and kept free of rubbish and washed thoroughly with running water occasionally.

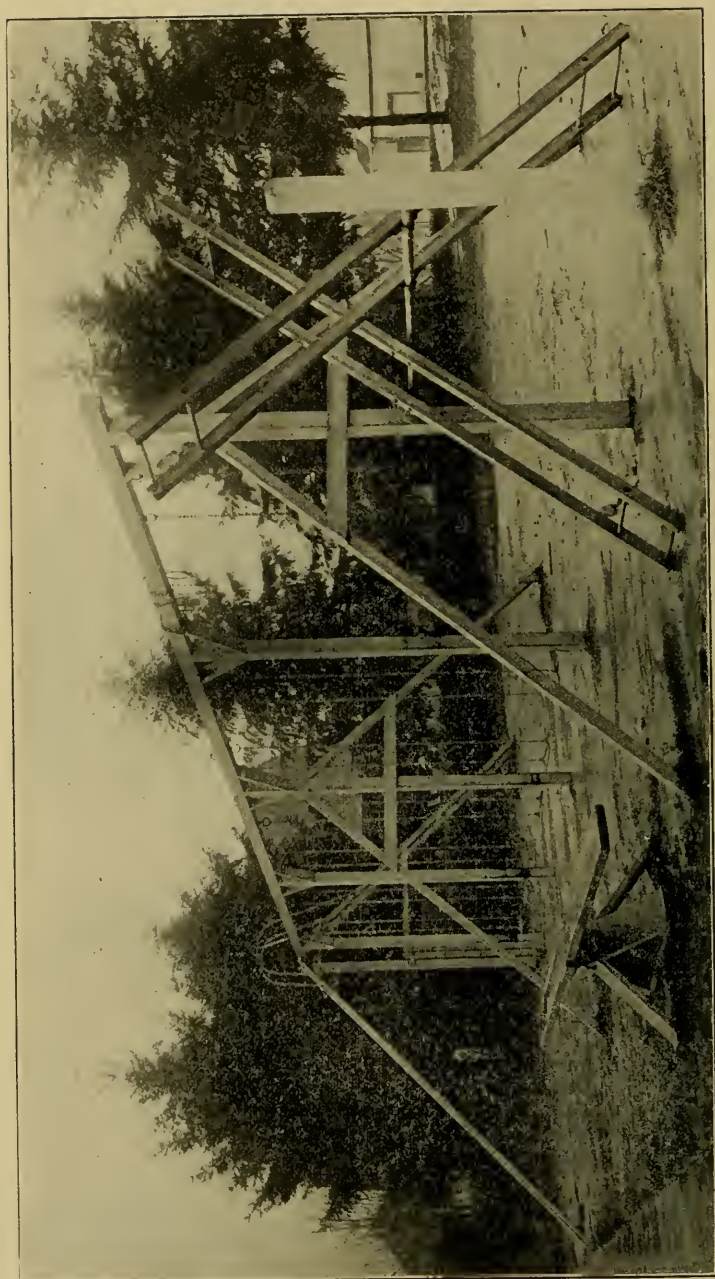
WADING POOL

The wading pool is a never-ending source of delight to the little tots. It may be made by scooping out a hole in some portion of the playground, lining the basin with clay and covering with torpedo sand to a depth of four to six inches. Make provision for draining the pool when necessary. The water should be let out every few days and the pool allowed to bake in the sun.

A concrete pool forty feet in diameter, twenty-four inches deep at the center and eleven inches deep at the sides can be constructed for a cost of about fifteen cents per square foot, or a total cost of \$188.55.

In filling the pool the water should be kept at a depth of about eighteen inches at the center and five inches at the sides.

The sand court might be placed to advantage around or partially around the wading pool.



Homemade Apparatus, Tacoma, Washington, Public Schools.

SWINGING, TEETERING AND CLIMBING APPARATUS

CHILDREN TEN YEARS OF AGE OR UNDER

There should be from six to twelve rope swings attached to an iron pipe or a wooden frame about twelve feet high; four to six seesaws and one set of sliding poles (slanting about sixty degrees), a vertical ladder and two to four climbing poles are recommended as climbing apparatus. These pieces of apparatus may be attached to the frame supporting the swings. An athletic slide is a never-ending source of enjoyment. Another popular piece of apparatus is the giant stride, which can easily be made by placing a small wheel of a wagon or cultivator on a spindle on top of a stout pole firmly planted in the ground, ropes being fastened to the rim of the wheel.

For the larger boys and girls of this group there should be a plentiful supply of balls, bats, nets for volley ball, quoits, ring toss and other miscellaneous supplies according to desire and need of the teachers and children.

APPARATUS FOR LARGER GIRLS

ELEVEN TO SIXTEEN YEARS

For the girls of this group there should be a plentiful supply of balls (playground ball, volley ball, basketball), nets (volley ball and tennis), goals, quoits, ring toss, bean bags and other similar apparatus for plays and games.

A platform of cement or wood for folk-dancing and other rhythmic games where chalk marks are used is desirable. However, these exercises might be carried on in the auditorium, halls or rooms of the schools. Movable seats are essential for activities in the regular class room. For the girls some kind of musical instrument is desirable. If a piano is not available, the victrola is recommended. Folk-dance records can be secured from the leading companies manufacturing records.

Finally, there should be a set of apparatus consisting of from four to six swings, the same number of teeters, climbing facilities, one set of traveling rings, etc. These should be attached to an iron or wooden frame about fourteen feet high. The posts supporting the frame to which the various pieces of apparatus are attached should be set from four to six feet in the ground and embedded in cement.

APPARATUS FOR LARGER BOYS

Needed for this group are supplies for plays and games, such as balls, bats, nets, goals, quoits and, if possible, a hand-



Swimming Pool, North Bend High School, North Bend, Oregon.

ball court. Secondly, apparatus to supply athletic needs, such as vaulting standard, vaulting poles, high jump standard, chin-ning bars of varying heights, shot put rings and eight- and twelve-pound shot, and hurdles. If playground is not large enough for circular running track, provide at least a straight-away running path from fifty to one hundred and twenty yards in length. Thirdly, outdoor gymnasium apparatus consisting of flying rings, traveling rings, climbing ropes and poles, sliding poles and vertical ladders, and horizontal bars at varying heights, all suspended from an iron or wooden frame from fourteen to sixteen feet high.

SWIMMING POOL

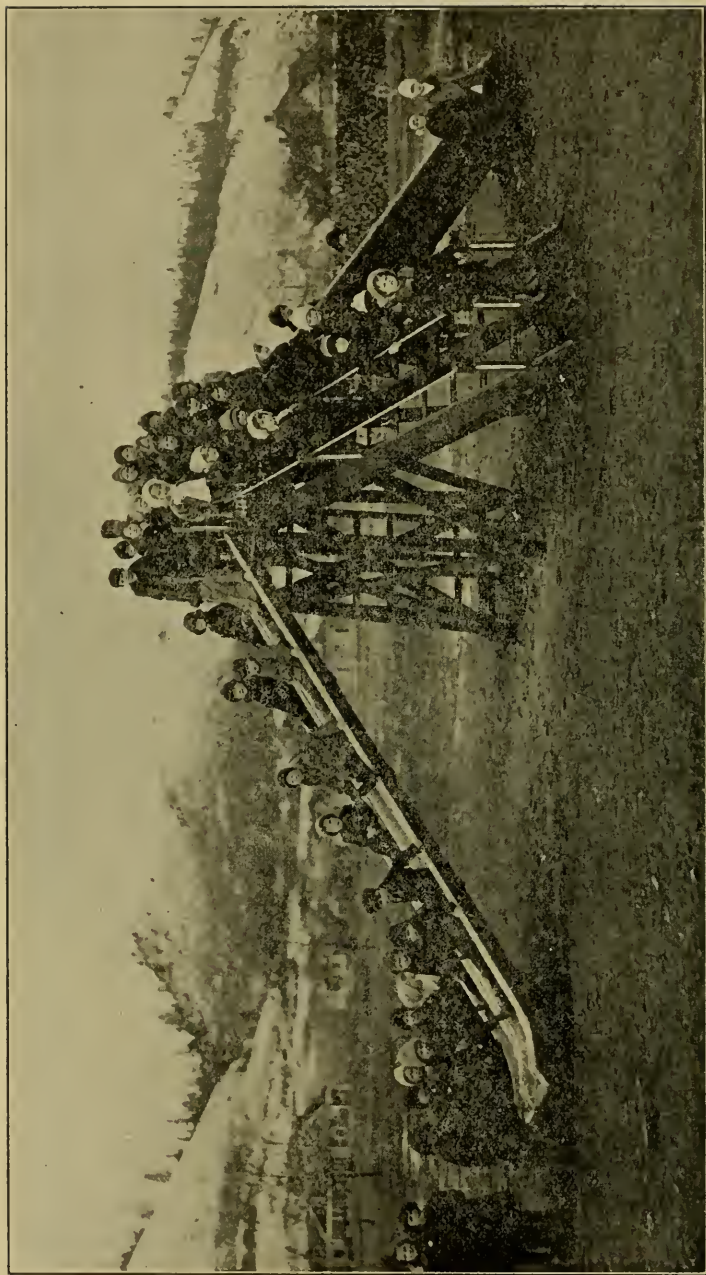
In the most modern school buildings in this country, swimming pools are included. The swimming pool is a complete playground in itself and is strongly recommended in all high schools, and even in grade schools, in those towns and cities having water systems. The chief drawback to the swimming pool is the expense of construction and operation, the former ranging all the way from \$1,500 to \$8,000, depending upon the size. Natural facilities, such as lake or river or ocean, should be taken advantage of in teaching the children and young people to swim—but swimming under such conditions should be under careful supervision because of moral and hygienic reasons, and to insure safety to life. The best example of school swimming pools on the Coast is found in the new Lincoln High School at Tacoma, Washington, where separate baths and pools are provided for boys and girls.

BALL GROUNDS

Every red-blooded American boy desires to play "the game"—baseball. He is almost as enthusiastic about football. It so happens that both these games require considerable area, the latter one and three-fourths acres, the former two acres. The physical and social value and, hence, the educational value of these games is so great that no school should be without its field for these sports. This area should be separated from the area for the other children because of danger of injury. Playground for ball and other ball games played with small bat and soft ball may be played in the smaller areas without danger.

General Suggestions

The lists of apparatus are merely suggestions. They may be added to or lessened by the teacher or other authority hand-



Homemade Slide on School Grounds at La Grande, Oregon
Actual Cost, \$75.00. Estimated Worth, in Promoting the Health and Happiness of the Children, \$100,000.00.

ling the play activities. The best plan is to get a minimum of equipment at first and add from year to year.

The location of apparatus is important. If area is small, spread apparatus around the border of the playground, leaving the center free for games, races and other activities. If the area is large, best group the apparatus toward the center of the playground, with due regard, however, to separation of the sexes. Economy of supervision is thus gained.

STEEL OR WOOD

Steel apparatus may be too cold on cold days or too hot on hot days, and the galvanizing wears off. On the other hand, it is practically indestructible, can be stored in a small space, does not rot; maintenance charges therefore are reduced to a minimum; probably the most serviceable, all-year-round apparatus.

Wooden apparatus splinters and parts underground rot, but this kind of apparatus is pleasant to the touch in all climates. If kept well painted with house paint, and the parts underground carefully treated with coal tar preparation or creosote, wooden apparatus will last a long time.

Rope is an essential element in the construction of apparatus. It is much more pleasant to the touch than steel or iron but is giving away to wire cable and steel. Rope at best will not last more than two or three seasons when used for swings. Climbing ropes and ropes used in giant strides may last much longer. More economical to get wire cable or steel if there is little money for repairs.

HOMEMADE APPARATUS

In rural districts and small towns the apparatus may be made upon the ground very practically. In large towns and cities where the apparatus will be subjected to much wear, it is better to get it from the manufacturer. However, any school having a manual training department may make all the apparatus needed for the playground.

(For plans and specifications of homemade apparatus, see *Playground Technique and Playcraft*, Leland, Baker Taylor & Co., New York City.)

The greatest difficulty with homemade apparatus is the rapid wear at friction points and the consequent liability of accidents. Several apparatus manufacturing companies produce parts especially prepared to reduce friction and possibility of injuries. The Narragansett Machine Co., Providence, R. I.,



Movable Desks and Chairs for Primary Grades.

manufactures a rocker-bearing device; the A. G. Spalding Co., Chicago, a ball-bearing device; and W. S. Toothill, Chicago, a bearing made of hard maple, any of which are very useful in making swings, traveling rings, flying rings and the like.

COVERED PLAYGROUNDS

The covered playground is an essential in Western Oregon with its mild but rainy climate. Excellent examples of covered playgrounds in Oregon are to be found at the Portland Academy, the Failing Public School and the Boys' and Girls' Aid Society, Portland. Perhaps the largest covered playground in the United States is that at Columbia University, Portland, Oregon. This is a semi-cylindrical building 120x200 feet and was constructed at the surprisingly low cost of about \$9,000.

SCHOOL BUILDINGS

Just as organized play, school gardens, etc., have required larger school grounds and the development of these grounds, according to plans fitted to meet these new educational and recreational activities, so the new-old conception of the school building as a social, civic and recreational center as well as an educational center is demanding changes in school architecture to meet these uses practically.

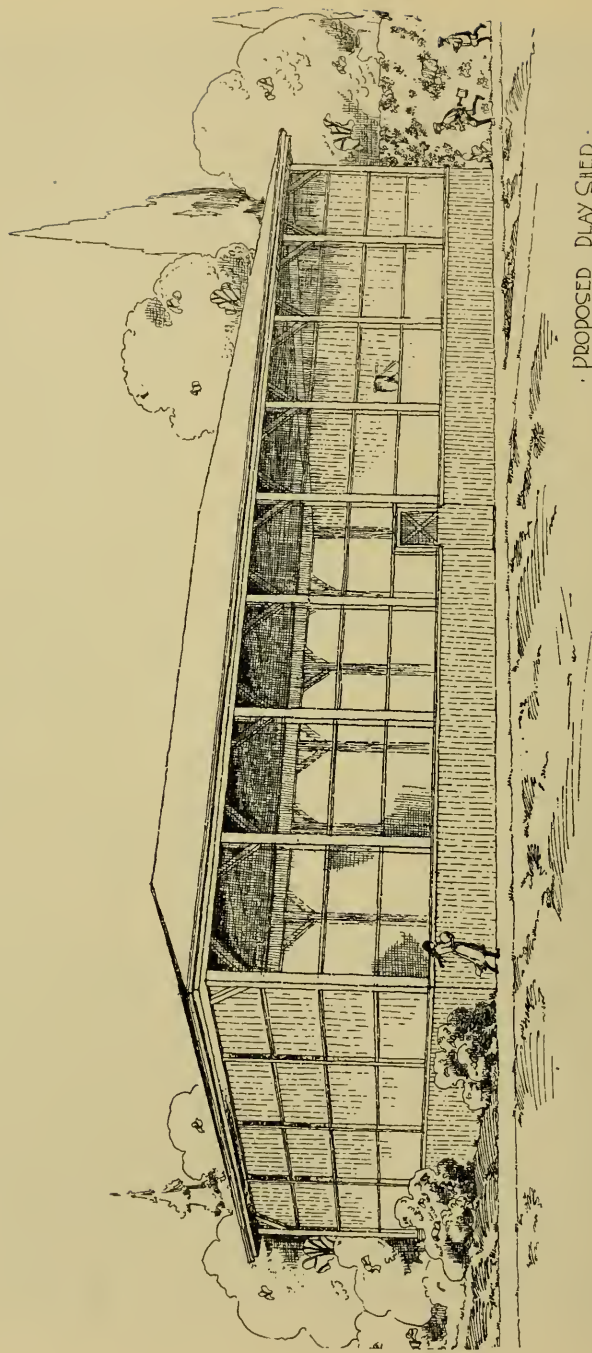
Unfixed seats, baths, auditoriums, library rooms, gymnasiums, play rooms, swimming pools, outdoor covered play courts, etc., are some of the changes already found in many school buildings throughout the United States.

UNFIXED SEATS

The fixed seat is an unnecessary, anti-social method of seating in a class room. Experience in schools all over the country has shown that discipline has not been lessened by doing away with the fixed seat but, on the contrary, has been strengthened. Cleanliness of the room is promoted, a social spirit is developed among the children, calisthenics and other physical exercises can be better conducted, and every room can be used to advantage as a club or social meeting place where unfixed seats are used. The fixed seat is an educational and social anachronism that is sure to disappear from all modern schools—rural, town and city.

AUDITORIUM

Every city and town school building, grade and high (except schools having a very few pupils), consolidated country schools,



· PROPOSED PLAY SHED ·
· FOR ·
· VERNON SCHOOL ·
· A NARANJO CITY PROPERTY, ARIZ. ·

and some country schools should have an auditorium, a common meeting place of the pupils and teachers and of the people of the community.

The size of the auditorium will depend upon the number of pupils and patrons to be served. It should generally be located upon the ground floor. It should have outside entrances. Except in very large schools the floor should be of hard wood and level, with unfixed seats. The auditorium can then be used as a kindergarten and as a gymnasium. It is well to have a stage with dressing rooms. The stage in the average high and grade school auditorium is useless for dramatic performances. In some schools the auditorium or assembly hall is also used as a study room for the upper grades.

In single room country schools, unfixed seats would greatly promote the use of the building for community meetings. However, in some of the most modern country schools a second room has been added for the purpose of community gatherings.

GYMNASIUMS

Gymnasiums in the schools of the larger towns and cities should be an essential part of the equipment. The possibilities of using the auditorium for gymnasium purposes have already been pointed out. But in very populous grade schools and in all high schools, as a general rule, separate gymnasiums should be provided. In large high schools there should be separate gymnasiums for boys and girls.

The gymnasium should be located so as to secure the *maximum amount of light and air*. Basement location is usually bad. A separate building for gymnasium, as at the Washington High School in Portland, is to be commended.

BATHS

The necessity of shower baths has already been mentioned in connection with the playground. The bath is, of course, a necessary adjunct to the gymnasium and in any school where athletics are conducted, one or more separate baths for boys and girls are essential to maintenance and promotion of health. The installation of baths is, of course, hardly practical except in communities having water systems or where individual schools have private water systems.



Orengo Children at Work in Their School Gardens, Washington County, Oregon.

LIBRARY ROOM

Some facilities for keeping and using books should be provided in every school building, no matter how small. In the small country school and the single room schools of towns and cities, probably nothing more can be provided than a substantial bookcase, but in the large grade schools, consolidated country schools, and all high schools, a library room should be provided. This room could also serve as an art gallery and museum, although some schools have separate rooms for these purposes also.

In all towns and cities having a public library, co-operation between the schools and the library should be close. The libraries in the schools should, in fact, be branches of the public libraries. Co-operation with the state library should also be promoted.

Industrial Work an Aid to Recreation

Facilities for domestic science, manual training, kindergartens, etc., are being gradually added in progressive communities, but, being more strictly educational, will be merely mentioned here. However, the use of domestic science and manual training equipment to give the boys and girls wholesome, constructive recreation during the summer months in connection with the playground cannot be too strongly urged. Such equipment is invaluable also in evening recreation work for young people in the winter.

All the facilities mentioned above, while necessary to modern educational work, have the added advantage of making the school houses practical club houses for all the people and it is from this point of view, chiefly, that they are considered in this manual.

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Playground Equipment; A Practical Talk—Publication No. 86, Playground and Recreation Association of America. Price, 10 cents.

Playgrounds and Recreation Facilities and Their Management—E. B. DeGroot, Secretary Playground Association, Chicago, Illinois.

Equipment for a School Playground—Henry S. Curtis, Hygiene and Physical Education, Vol. IV, No. 8.

Spalding's Athletic Library—American Sports Publishing Co., 21 Warren Street, New York City. "Valuable for laying out grounds, for organized games and for the playing rules."

Playground Technique and Playcraft—Leland, F. A. Bassett Co., Springfield, Mass.

Plans and Specifications of Sixteen Modern School Buildings in the United States—Publication of Russell Sage Foundation.

Plans and specifications of the following may be secured by applying to the proper authorities:

1. Homemade apparatus, Superintendent of Schools, Tacoma, Washington.

2. Covered Playgrounds, Superintendent of Schools, Portland, Oregon.

3. Swimming Pools in Schools, Superintendent of Schools, Tacoma, Washington.

4. Gymnasiums—High Schools and Grade, city, town and country schools; Superintendent of Schools, Portland, Oregon; Superintendent of Schools, Tacoma, Washington; President of School District No. 109 (near Tacoma), Pierce County, Washington; Superintendent of Schools, Bothell, Washington.



Children at Play, Fir Grove School, Polk County, Oregon.

PLAYS AND GAMES

CHAPTER II



THIS manual has been compiled with the idea in mind of making it a practical handbook for the use of teachers without special physical training. The intention of the arrangement has been to make the selection of games for particular groups of children or for particular purposes, as easy as possible. The games are arranged according to grades, according to their fitness for boys or girls or both, and according to their adaptability to the playground or school room.

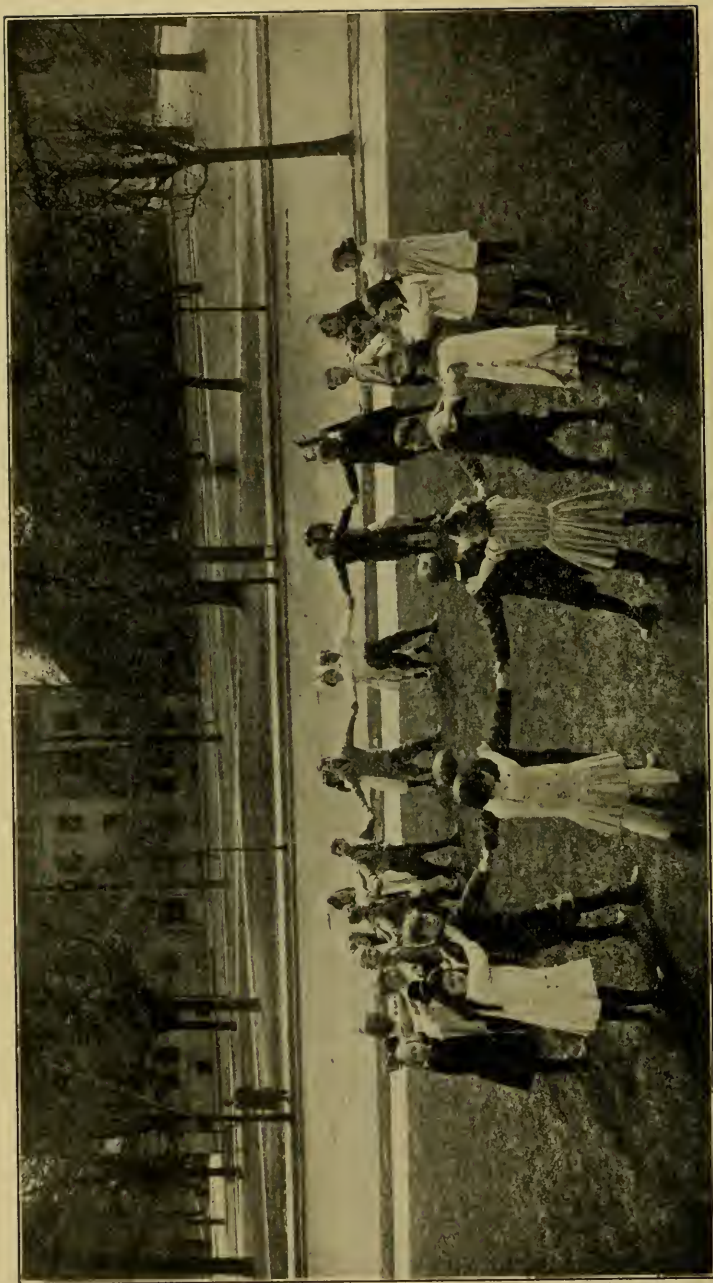
Games can be made of great disciplinary value not only because the privilege of play or the denial of that privilege may be made the means of maintaining order at other times and because of the discipline in the games themselves, but because strenuous play affords an outlet for many restless tendencies that must find an outlet somewhere.

The games listed in this chapter as suitable for the school room are especially valuable for breaking the monotony of long periods of sitting at desks. These games have been selected both for the amount of exercise that may be gotten out of them and for their tendency to arouse drowsy minds. They call for the most rapid motor response.

Several points in the playing of games should be definitely fixed in the teacher's mind at the outset: Leave the choice of the game to a vote or suggestion of the children; see that every child gets as much actual participation in the game as possible; play with the children; to refrain from doing so because of a notion of dignity is to lose the teacher's greatest opportunity for developing a spirit of comradeship; encourage the children to play the game for all there is in it—to play to win, but insist upon winning honorably or not at all. And this above all—teach them to be cheerful losers and modest winners. To sulk

over defeat or crow over victory is to spoil the spirit of play. Impress upon them also that to question the decision of the umpire is the poorest sort of sportsmanship.

Finally, remember that this is play, not study, and *play while you play*. Let the players laugh, shout and be merry—they will study all the harder afterward.



Folk Dancing, "Carousal," Portland, Oregon.

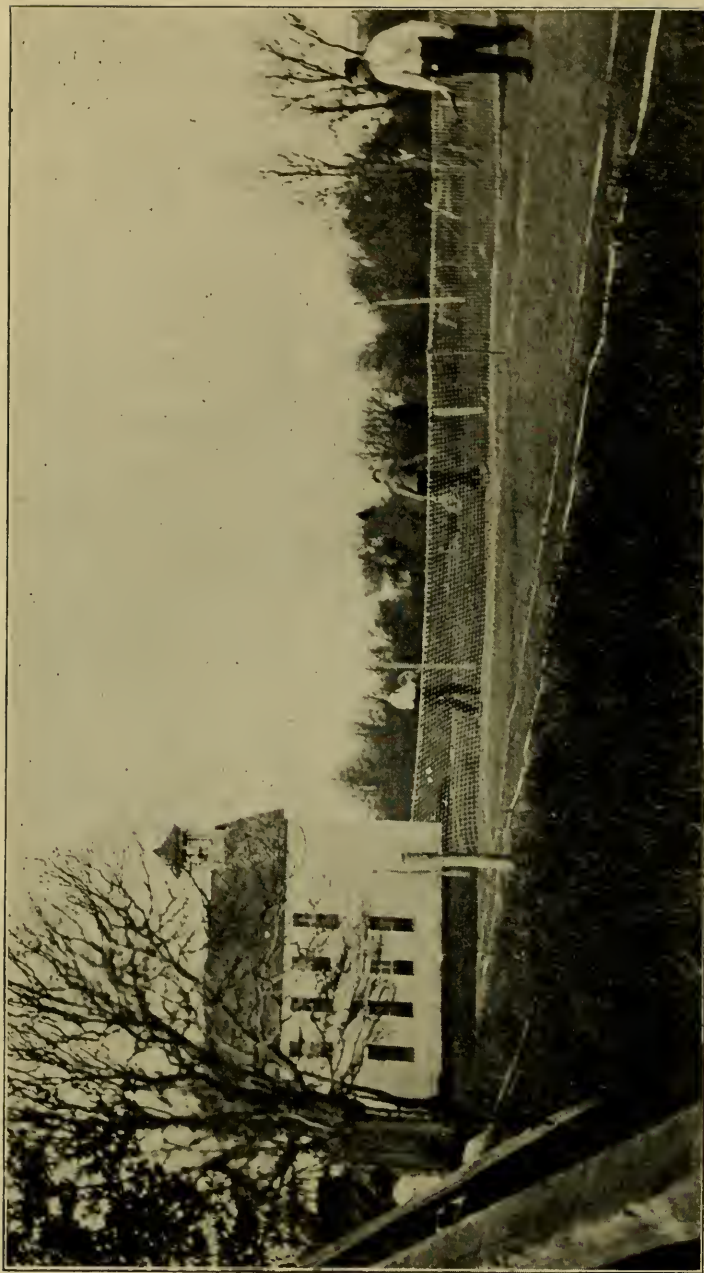


FOLK DANCES



FOLK dances have been included in the lists of plays and games because we believe them to be of great recreational value. As the music and descriptions of these dances could not be given in this book, we have recommended only such as appear in a single volume, *The Folk Dance Book*, by C. Ward Crampton. The intro-

duction to Dr. Crampton's book has this to say of the folk dance: "Folk dances have come to fill an important place in physical training. They range in character from the simple song play, in which the accompanying action may be descriptive of some trade, to the highly developed collection of movements which are not descriptive of anything in particular, save the pure joy of life in rhythmic exercise. In varying degrees are found the elements of song, play, drama, and vigorous muscular work. For our purpose it is necessary to make a careful choice of material, as many dances are very evidently inappropriate for scholastic and administrative reasons."



Salt Creek School, Polk County, Oregon.



PLAYS AND GAMES

Primary Division—Grades 1, 2, 3

RING GAMES

Cat and Mouse
Rabbit's Nest
Have You Seen My Sheep?
Drop the Handkerchief
Garden Scamp
Two Deep
Flying Dutchman
Frog in the Meadow
Stone
Blind Man's Buff with Wand

FOLK DANCES

Chimes of Dunkirk
Danish Dance of Greeting
German Clap Dance
Shoemaker Dance
Nixie Polka
I See You

RUNNING GAMES

Pom Pom Pull Away
Hill Dill
Fisherman
Blackman
Wind and the Flowers
Simple Tag Games

SINGING GAMES

Farmer in the Dell
Oats, Peas, Beans and Barley
Grow
Mulberry Bush
London Bridge
Round and Round the Village
Muffin Man
Did You Ever See a Lassie?
Looby Loo
Itaskit Itaskit

Children incapacitated for regular play activities may substitute passive games, such as jacks, jackstraws, marbles, tops, guessing games, etc.

Intermediate Division—Grades 4, 5, 6

RING GAMES

Stride Ball
Center Base
Circle Ball
Three Deep
Shinney
Ruth and Jacob
Poison
Rabbit's Nest
Herr Slap Jack
Baste the Beetle
Spin the Platter

RUNNING GAMES

Stealing Sticks
Prisoner's Base
Blackman
Last Couple Out
Tag Games (Cross Tag, Couple Tag, Japanese Tag, Squat Tag, Iron Tag, Maze Tag)
Follow the Leader
Trades and Professions
Bear in the Pit
Relay Races

FOLK DANCES

Bleking
 Carrousel
 Tantoli
 Swedish Clap Dance
 Nixie Polka
 Kinder Polka

ORGANIZED GAMES

Dodge Ball
 Volley Ball
 Indoor Base Ball
 Corner Ball
 Tether Ball

Grammar Division—Grades 7, 8, 9

ORGANIZED GAMES (GIRLS)

Indoor Base Ball
 Captain Ball
 Corner Ball
 Basket Ball
 Volley Ball
 Tennis
 Bombardment

FOLK DANCES

Finnish Reel
 Norwegian Mountain March
 Czardas
 Highland Fling
 Ace of Diamonds

ORGANIZED GAMES (BOYS)

Base Ball
 Indoor Base Ball
 Hand Ball
 Foot Ball
 Soccer
 Swat Ball

RUNNING GAMES (BOYS AND GIRLS)

Fox and Geese
 Indian Club Race
 Stealing Sticks
 Prisoner's Base
 Follow the Leader
 Blackman

Inter-room competition is very desirable in the grammar division and a regular schedule of games might be managed where winners are posted on the bulletin board, thereby creating keener interest.

Room Games

PRIMARY

Butterflies
 Little Johnny Stoop
 Little Johnny-Jump-Up
 Last One Up
 Squirrel and Nut
 Spider Web Race

INTERMEDIATE

Grape Vine Race
 Black and White
 Bird Catcher
 Dumb Bell Tag
 Hand Over Head Bean Bag

GRAMMAR

School Room Volley Ball
 School Room Captain Ball

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The Folk Dance Book—C. Ward Crampton: G. S. Schirmer, New York.

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Folk Dances and Games—Caroline Crawford.

Accidents and Emergencies—Dalles.

Music and description of all the folk dances listed here may be found in *The Folk Dance Book*, C. Ward Crampton, published by G. S. Schirmer, New York.

Primary Division—Grades 1, 2, 3

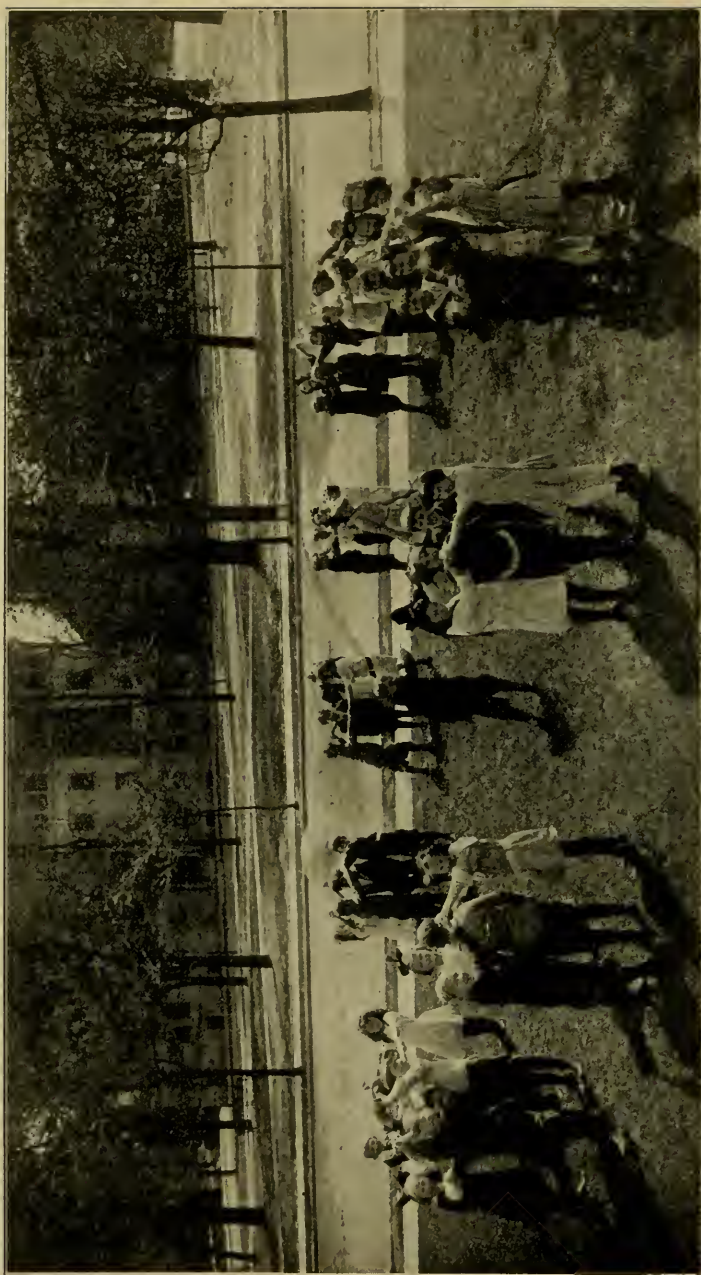
RING GAMES

Cat and Mouse

One player is chosen for the cat and one for the mouse. The play starts with the cat outside and the mouse inside the circle of children holding hands. Cat asks mouse, "What times does the cat come home?" The mouse replies with "Any hour of the twelve he desires." The children in the circle march around counting as many steps as the mouse has designated hours, stopping on the last count when the cat tries to break through the circle to catch the mouse, when the circle aids to foil the efforts of the cat. When the mouse is caught he joins the circle and the cat becomes the mouse. A new cat is chosen from the circle.

Rabbit's Nest

Nests are formed by groups of three children holding hands. In the center of each group stands a child called the rabbit. A dog and rabbit are then chosen who stand outside the nests. The dog chases the rabbit, which, to escape pursuit, runs to a nest and is then safe, but the rabbit



Children of the Ladd School, Portland, Oregon, Playing "Rabbit in the Nest."

which was in the nest must run out, and, being chased by the dog, darts into another nest. This play is continued until a rabbit is caught by the dog. Then the one caught is the dog and turns to chase the one who was pursuing him, who is then the rabbit.

Have You Seen My Sheep?

Players stand in a circle. One walks around on the outside, and, touching one of the circle players, asks: "Have you seen my sheep?" The one questioned answers, "How was he dressed?" The outside player then describes the dress of someone in the circle and the one questioned guesses the person being described. When he has guessed right he chases the one whose dress was described around the circle, who tries to reach his own place before being tagged. In case he is tagged, he must be It. The one who first asked the question takes no part in the chase.

Drop the Handkerchief

Players in a circle. It runs around the circle with a handkerchief which he drops behind one of the players who stand with eyes toward the center of circle. When a player discovers that a handkerchief has been dropped behind him, he must pick it up and give chase to It who tries to reach the place the player has vacated. Whichever player reaches the vacant place first stands there, the other taking the handkerchief for the next game.

Garden Scamp

Game for Boys

Players stand in a circle. Gardener stands on outside of the circle and the Garden Scamp stands in the center. The following conversation takes place:

Gardener: "What are you doing in my garden?"

Garden Scamp: "Stealing blackberries."

Gardener: "How did you get in?"

Garden Scamp: "Find out if you can."

Whereupon the gardener gives chase to the Garden Scamp, whom he must follow through the same places, touch the same objects and follow the same motions, such as leap frog over players, crawl between their legs, etc. When the Garden Scamp is caught, the Gardener becomes the Garden Scamp and a new Gardener is chosen.

Garden Scamp may be played in the school room in this way: Each row of children represents a row of vegetables—carrots, turnips, cabbages, parsnips, beets, onions, etc. The Garden Scamp pulls up a vegetable (that is, pulls up a child from his seat) and runs on. The Gardener must, of course, take time to do the same thing.

Two Deep

Players stand in a circle. Two Its are chosen, one to chase the other. When the second It sees he is about to be caught, he steps in front of one of the circle players and is then safe, but the one in front of whom he stepped must take his place in being pursued. The game continues in this manner until one is caught. This one then turns and gives chase to his pursuer, who steps in front of a circle player, etc.

Flying Dutchman

Players stand in a circle, couples holding hands. A couple who are It run around outside of circle and touch a circle couple, who must then run around the circle in the opposite direction, racing with the first couple to gain the vacant place in the ring. The couple reaching it first take the place and the game proceeds with the other couple as It. This game may be varied by giving the couples different feats to perform during the race.

Frog in the Meadow

Players stand in a circle. The frog sits in middle. Circle players taunt frog by seeing how near they can approach him without being touched. When a player is touched he becomes a frog.

Stone

Players move in a circle around It, who stoops in the middle. When It calls out "Stone!" players drop hands and run to the bases already chosen. If It catches any of the players, they become "stones" with him until all are caught.

Blind Man's Buff With Stick

Players stand in a circle. It stands blindfolded in center, holding stick. Players move in a circle until It touches one with the stick and calls, "Still pond; no more moving." He then tries to guess the person whom he is touching. If he does not guess the right person in three trials, the game continues until he succeeds in naming correctly the person touched. This person then becomes It.

Running Games

Pom Pom Pull Away

Two parallel boundary lines are drawn, from thirty to forty feet apart. One player is chosen to be It and stands in the center. The other players stand on one side of the field. When It calls out, "Pom pom pull away; if you don't come, I'll pull you away," all run to the other boundary line across the field. All of those caught in the run assist It in tagging the others until all are caught.

Hill Dill

Arrange players on two equal sides behind parallel boundary lines drawn from thirty to fifty feet apart. It stands in the center between the two lines and calls, "Hill Dill, come over the hill." The players then exchange goals and as they run It tries to tag them. Any who are caught assist It in tagging the others.

Fisherman

The "fish" stand at one goal in a straight line. The fisherman makes a pretense of rowing his boat up and down the river in front of the fish. At a given signal all the fish begin "swimming" (running with vigorous arm movements) across the river to the opposite goal. The fisherman tries to tag the fish, and these, when tagged, hold hands

in a net across the river and inclose any fish that they catch. Play continues until all the fish have become a part of the net. (This is an excellent game for cold days.)

Blackman

Arrange players in a line back of a given goal. The Blackman stands in the center of the field. The following conversation ensues:

Blackman: "What are you doing there?"

Players: "Stealing grapes."

Blackman: "What would you do if the Blackman came?"

Players: "Run right through and never mind you."

Whereupon all run across the field to the opposite goal. Blackman pats each player three times upon the back as he catches him and each person caught helps the Blackman tag the others, until all are caught.

The Wind and the Flowers

Appoint two leaders, who choose up sides. Sides take opposite goals. One side is called the "Wind" and the other the "Flowers." The flowers choose the name of some flower which they are to represent when they go across the field to the wind's home, where they arrange themselves in a straight line facing the wind's side at a distance of two feet. Each player on the wind's side has a turn to guess the flower's name. When the name has been guessed rightly, the wind "blows" the flowers across the field to the flowers' home. Any flowers that are caught then go to the wind's side. The play continues with the wind changing to flowers, etc. The side that has the largest number at the finish of the game wins.

Simple Tag Games

I.—*Tag*. One player is It and chases the others, trying to tag one of the others. Anyone who is tagged becomes It and chases the others.

II.—*Squat Tag*. It chases the others. A player may escape being tagged by stooping or "squatting," but may stoop but three times. After the third stoop, a player may resort only to running to escape being tagged.

III.—*Cross Tag*. Player escapes being tagged by another player running between the first player and It, who then chases the second player.

IV.—*Couple Tag*. Players stand in couples, holding hands. Two Its hold hands and chase couples to tag them.

V.—*Japanese Tag*. It tags players, who place their left hands on the spots touched by It and in that position must chase the other players, being relieved only when they succeed in tagging others.

VI.—*Iron Tag*. Players cannot be tagged when touching iron.

VII.—*Wood Tag*. Players cannot be tagged when touching wood.

VIII.—*Somersault Tag*. The same as squat tag, except that the players may escape being tagged by turning a somersault.

IX.—*Handspring Tag*. Same as above.

Intermediate Division—Grades 4, 5, 6

RING GAMES

Stride Ball

Arrange players, standing with feet apart, in a circle. It stands in the center and tries to throw or roll a basket ball between the feet of some player, who tries to prevent his doing so. Any player who allows the ball to pass between his feet must leave the circle and the play continues until only one is left, who becomes It for the next game.

Center Base

Players stand in a circle. It stands in the center holding a basket ball, which he throws to a circle player, who must return the ball to the center of the circle and give chase to It, following in the same course which It takes. If It can return and touch the ball before being overtaken by his pursuer, the latter then becomes It for a new game, otherwise the play continues with the same It of the first game.

Circle Ball

Players stand in a circle with It in the center. The play begins with the basket ball being thrown from one player to another, and continues in this manner. It tries to touch the ball or some person holding the ball. If he touches the ball the last person who has touched it becomes It, if he touches some person holding the ball, that person becomes It.

Three Deep

Arrange the players in a double circle facing center and play the same as "Two Deep," described in the division of games for the primary group, using the third player to run instead of second.

"Shinney"

Players stand in a circle. Each player is equipped with a stick and digs a small hole in front of where he stands. There should be one hole less than the number of players. In the center of the circle a larger hole is dug in which the ball is placed. At the beginning of the game players stand in the center around the ball, with the ends of their sticks under it. At a given signal the players lift the ball into the air and run to place the ends of their sticks in the holes of the circle. The player who finds himself without a hole is It and must try to return the ball to the center hole by pushing it with his stick. The circle players try to prevent this by pushing the ball from the center with their sticks. If at any time a player is left without a hole he becomes It. When the ball is pushed into the center hole and It cries "Shinney" three times before some of the players push it out, the game begins again.

Ruth and Jacob

A girl is chosen to be Ruth or a boy to be Jacob. The one chosen is blindfolded, turned around several times and left in the center of the circle. If a girl is chosen she must step forward and touch some boy, who takes his place in the circle. Ruth then calls, "Where art thou,

Jacob?" and Jacob answers, "Here." As often as Ruth calls, Jacob must answer. Guided by his voice, Ruth gives chase. When Jacob is caught Ruth must identify him. If she fails she must try another boy; if she succeeds, Jacob becomes It and chooses a new Ruth.

Poison

A circle is marked on the floor or ground, considerably smaller than an outer circle formed by players, clasping hands. Each player tries, by pulling and pushing, to induce others to step within the small circle, but endeavors to keep out himself. Anyone who steps inside is poisoned, and all players drop hands and run from him to touch wood. When It can tag someone who is not touching wood, he is poisoned also. Play continues until all are caught.

Rabbit's Nest

(Described in division of games for primary group.)

Herr Slap Jack

Players stand in a circle. It runs around the circle and touches a player, who must run in the opposite direction. When the two meet they must stop with heels together, make a deep curtsy, shake hands and continue their run around the circle. The one who last reaches the vacant place in the circle is then It.

Baste the Beetle

Players stand in a circle with hands behind them. It runs around the circle and places a knotted towel in the hands of some player, who then chases the person standing at his right around the circle. During the chase the person who holds the towel or rope hits the one he is chasing as often as possible with it until the second player reaches his place in the circle. The first player then continues the game from the beginning.

Spin the Platter

Arrange players in a circle and number them consecutively. It stands in the center and spins a platter, at the same time calling out a number. The player who has that number must catch up the platter from the floor before it falls. If he fails to do this he becomes It and the play continues.

RUNNING GAMES

Stealing Sticks

The chaser has a territory agreed upon in which a certain number of sticks are scattered about. The object is to steal all his sticks before he catches anyone, in which case he must be It again. If anyone is caught he must be It.

Prisoner's Base

The ground is divided into two equal parts, with a small base or prison marked off at the farther end of each division. From five to fifteen players guard each prison. They venture into the enemy's ground, and, if caught, are put into prison, where they must remain until tagged by

one of their own side who is free. Both prisoner and rescuer may be tagged and brought back to prison before reaching their own ground. The game is won when one side makes prisoners of all of its opponents, or when a free man enters the opponent's prison, but this last may be done only when there are no prisoners there.

Blackman

(Described in the group of games for primary division.)

Widower or Last Couple Out

An odd number is required for this game. One is chosen for catcher and stands at one end of the playground with his back to the others. The players stand in couples in a line behind him, facing in the same direction as he does. The catcher calls, "Last couple out," and the last couple runs, one on each side of the line of players, and tries to join hands in front of the chaser, who cannot chase them or turn his head until they are in line with where he is standing. If the catcher tags one of them before they clasp hands, these two, catcher and caught, form a couple and take their places at the head of the line and the other player is It. If neither is caught, the first chosen is again It.

Tag Games

(Described in the group of games for primary division.)

Follow the Leader

Arrange players in a long line. All try to perform exactly the same feats as their leader. In case any player does not "follow the leader," he must take his place at the end of the line. (This is an excellent game where apparatus is used.)

Trades and Professions

The players divide themselves into two equal groups. The first group retires behind their goal line and decides upon some trade or occupation, whereupon they advance to the second group's goal line and the following conversation ensues:

First Group: "Here we come."

Second Group: "Where are you from?"

First Group: "New Orleans."

Second Group: "What's your trade?"

First Group: "Lemonade."

Second Group: "Show us some."

Then the first group stands in a straight line and goes through pantomime motions descriptive of the occupation chosen, such as planing, sawing, hammering, churning, etc. The second party guesses what this pantomime indicates, each player in his turn. Should they guess correctly they chase the first group back "home," and take whatever captives they can; then the second group has its trial. The game ends when all the players are on one side.

Bear in the Pit

A bear pit is formed by the players joining hands in a circle with one in the center as bear. The bear tries to get out by breaking out the bars (clasped hands), or by going over or under these barriers. Should he escape, all of the players give chase, the one who catches him becoming the bear.

Relay Races

Arrange the players in two, three or four lines, having an equal number of players in each. The principle of the race is that upon a given signal the players standing first in the lines start to run to a given point, accomplishing the feat decided upon during the race. While number ones are running, number twos step to the places vacated by number ones, in readiness to start when they are touched by number ones on their return from the goal. As soon as any number two is touched, he takes up the race and number three steps up to his place. Number one steps to the end of the line when he has returned from his race and touched number two. The race is continued on through the lines, the line finishing first wins. (Any feat may be performed during these races, such as hopping, skipping, jumping, exchanging Indian clubs, etc.)

ORGANIZED GAMES

Dodge Ball (Bancroft)

The players are divided into two even groups. One group forms a circle, the other group stands within the circle scattered promiscuously about. The object of the game is for the circle men to hit the center men with a basket ball, the center men dodging in any manner to evade this. They may *not* leave the ring. Any person hit on any part of his person at once joins the circle men. The last player to remain in wins for his side. Then the groups change places and the same play is carried out until only one man is left from the second group; then the player from each group who remained in the circle longest steps to the center. The first group throw at the second group's player and vice versa. The player who evades the ball the longest wins the game for his group.

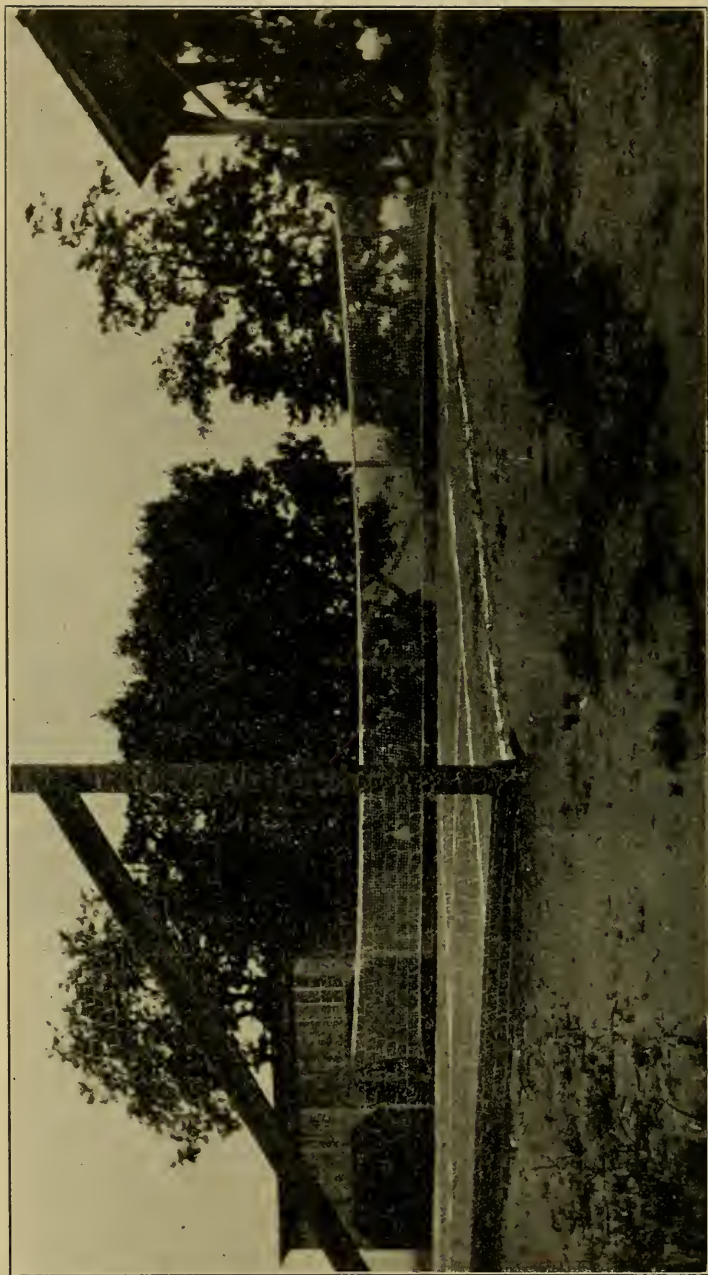
Corner Ball (Bancroft)

Ground.—The ground is marked off into a space measuring 25 by 30 feet. This is divided across the center by a straight line. In the further corner of each half so made a small square goal is marked off, there being two such goals in each court.

Players.—The players are divided into two even groups. Each faces the other in straight lines and stations a goal man in each of the goals at the rear of the opposite side.

Object.—To throw the ball over the heads of the opposing party to one's own goal men who are at the rear of the opponents' court.

Rules.—The players on each side are not bound to any special territory within their own court, but will naturally see that each of the goals



Grounds at Willow Springs School, District No. 14, Jackson County, Oregon.

at their rear is well protected. They will also, of course, try to return the ball over the heads of the opposing party to their own goal men in the opposite court. No player may cross the line which divides the two halves of ground. The goal men may not step outside the goals, and no opponent may step inside. When a goal man catches a ball he must throw it back at once, trying, of course, to get it to his own party over the heads of the opponents, who try to intercept it.

Score.—Every ball caught by a goal man scores one point for the party throwing. The side first scoring 20 points wins the game.

For volley ball, tether ball and indoor baseball, see Spalding's Official Rules.

Grammar Division—Grades 7, 8, 9

ORGANIZED GAMES

(Girls)

Indoor Base Ball

(See Spalding's Official Rule Books.)

Captain Ball

(Bancroft)

Ground.—On each side of the ground, at corresponding distances from the center, three small circles are drawn for bases at the points of a triangle. The circles should be from two to five feet each in diameter, the more skillful the players the smaller the circle. The distance between each two circles forming a triangle should be at least fifteen feet, and the distance across the center of the field between the two inner circles from fifteen to twenty-five feet.

Teams.—The players are divided into two teams each, consisting of three basemen, three base guards and one fielder. One of the basemen is captain and stands on the base at the end of the ground farthest from the center. Each team has a guard stationed near each of its opponent's bases, and a fielder whose place should be near the center of the ground, but who is free to run to any part of the ground and who should pick up the ball whenever it goes afield. The ball should then be put in play again from the center as at the start.

Object.—To have a captain catch a ball from one of the basemen. A ball caught by the captain from the guard or fielder of his team does not count. Of course, the guards will try to prevent the ball being caught by a captain from one of his basemen, or by one of the basemen from his fielder, and, on the other hand, will try to secure the ball and send it back to their own basemen or fielder.

Start.—The ball is put in play by being tossed up in the center of the ground by a third party between the fielders, both of whom try to catch it. The one who succeeds has first throw. Touching the ball is not enough for the first catch; it must be caught in both hands. In case of dispute the ball should be touched again. The ball is put in play in this way after each point scored; also after going afield and being picked up by one of the fielders.

Rules.—The basemen may put one foot outside of their bases or circles, but at no time both feet. Each guard must remain near the base he guards, but may not step within it even with one foot. Should either side transgress these rules or make any other foul, the ball is thrown to one of the basemen on the opposite side, who is given free play to throw to his captain without interference of his own guard, though the captain's guard may try to prevent its being caught. A ball that goes afield is put in play again at the center as at the opening of the game.

Fouls.—It is a foul (1) to transgress any of the rules given above; (2) to snatch or bat the ball; (3) to bounce the ball more than three times in succession; (4) to run with the ball; (5) to kick the ball; (6) to hand instead of throwing it, or (7) to hold it longer than time enough to turn once around quickly, or three seconds. Penalty for fouls consists in allowing opponents a free throw from one of their basemen to their captain, as described under Rules.

Score.—The ball scores one point whenever a catch is made by a captain from one of his basemen. It does not score when the captain catches it from a guard or fielder. Play the game in ten-minute halves, between which the basemen and guards change places. The team wins having the highest score at the end of the second half. The ball is put in play at the center after each point scored.

Note.—Any number may play this game by arranging more circles in the field.

Corner Ball

Described in group of games given for the intermediate division.

Basket Ball

See Spalding's Official Rule Book.

Volley Ball

See Spalding's Official Rule Book.

Tennis

See Spalding's Official Rule Book.

Bombardment

(Bancroft)

Divide the ground into two equal fields by a line across the center. Arrange the players in any scattered formation in their respective fields and place as many Indian clubs as there are players in a straight line at the back of each field. The object of the game is to knock down the opponents' clubs. Each player, therefore, will serve both as a guard and as a thrower. He may throw whenever he can secure a ball, there being no order in which players should throw. No player may step across the center line. Any number of basket balls may be used. Each club overturned scores one point for the side which knocked it down. Each club overturned by a player on his own side counts a point for the opponents. Play in time units of ten to twenty minutes.

ORGANIZED GAMES (Boys)

Base Ball

See Spalding's Official Rule Book.

Indoor Base Ball

See Spalding's Official Rule Book.

Hand Ball

See Spalding's Official Rule Book.

Foot Ball

See Spalding's Official Rule Book.

Soccer

See Spalding's Official Rule Book.

Captain Ball

See rules in group of organized games for girls (grammar.)

Swat Ball

Divide boys into two teams. Arrange first team in a straight row at one end of field. Arrange second team in a formation to cover the field. First boy in first team knocks the ball with his fist into the field. If the ball is caught by one of his opponents the runner is out, otherwise he runs to touch a given point at the farther end of the field and returns home without being hit by the ball thrown by one of the opponents. The ball must be picked from the ground and touched by three boys before a runner is out. The opponent must stand in the place where he gets the ball before he throws. A runner can dodge the ball in any manner. After three outs the sides change positions. A runner who has succeeded in running to the given point and back without being hit by the ball scores one point. Twenty points is the limit of the score.

RUNNING GAMES BOYS AND GIRLS—(GRAMMAR)

Fox and Geese (Bancroft)

One player is chosen to be fox and another to be gander. The remaining players stand in single file behind the gander, each with his hands on the shoulders of the one next in front. The gander tries to protect his flock of geese from being caught by the fox, and to do this spreads out his arms and dodges around in any way he sees fit to circumvent the efforts of the fox. Only the last goose in the line may be tagged by the fox, or should the line be very long, the last five or ten players may be tagged as decided before hand. It will be seen that the geese may all co-operate with the gander in doubling and redoubling their line

to prevent the fox from tagging the last goose. Should the fox tag the last goose (or one of the last five or ten, if that be permissible), that goose becomes fox and the fox becomes gander.

A good deal of spirit may be added to the game by the following dialogue, which is sometimes used to open it:

The fox shouts, tantalizingly: "Geese, geese, gannio!"

The geese reply, scornfully: "Fox, fox, fannio!"

Fox: "How many geese have you today?"

Gander: "More than you can catch and carry away."

Whereupon the chase begins.

All-Up Indian Club Race

See directions in athletic badge contests.

Stealing Sticks

See directions under group of games for Intermediate Division.

Prisoner's Base

See Intermediate Games.

Follow the Leader

See Intermediate Games.

Blackman

See Primary Games.

Singing Games Suitable for Primary Play

Farmer in the Dell.

The musical score is written for two voices, Treble and Bass, in C major and 4/4 time. The first system contains the first two verses: 'The far - mer in the dell, The far - mer in the dell,'. The second system contains the third verse: 'Heigh - o the cher - ry - oh, The far - mer in the dell.' The melody is simple and repetitive, with the bass line providing a steady accompaniment.

The far - mer in the dell, The far - mer in the dell,

Heigh - o the cher - ry - oh, The far - mer in the dell.

The succeeding verses vary in the choice of each and follow in this order:

The farmer takes a wife, etc.
The wife takes a child, etc.
The child takes a nurse, etc.
The nurse takes a cat, etc.
The cat takes a rat, etc.
The rat takes the cheese, etc.
The cheese takes a knife, etc.
The knife stands alone, etc.

The players stand in a circle with the farmer in the middle. At the singing of the second verse during which the circle keeps time marching or skipping around the circle, the farmer beckons to some one to come into the dell with him and represent his wife. During the third verse the wife chooses a child and so on until at last the knife has been chosen, then the players stand still and clap vigorously while all but the knife run out of the circle and leave him standing alone. The game may then be repeated with the knife as the new farmer.

Oats, Peas, Beans and Barley Grows.

Oats, peas, beans and bar - ley grows, Oats, peas, beans and

The first system of the song is written in 6/8 time with a key signature of one sharp (F#). The melody is on a treble clef staff, and the accompaniment is on a bass clef staff. The lyrics are 'Oats, peas, beans and bar - ley grows, Oats, peas, beans and'.

bar - ley grows, Nor you nor I nor no - bod - y knows How

The second system continues the melody and accompaniment. The lyrics are 'bar - ley grows, Nor you nor I nor no - bod - y knows How'.

oats, peas, beans and bar - ley grows, Thus the far - mer

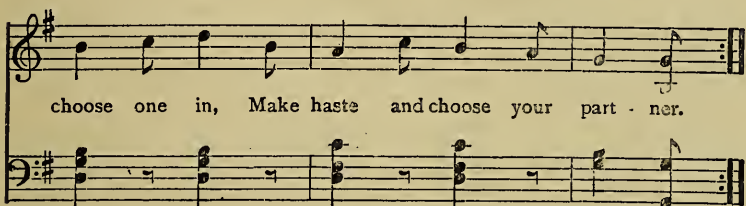
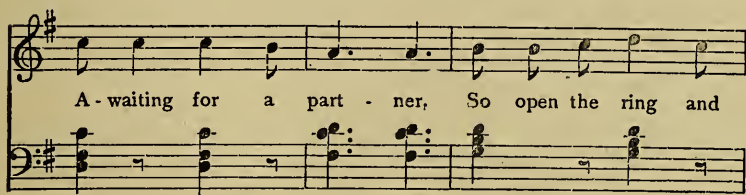
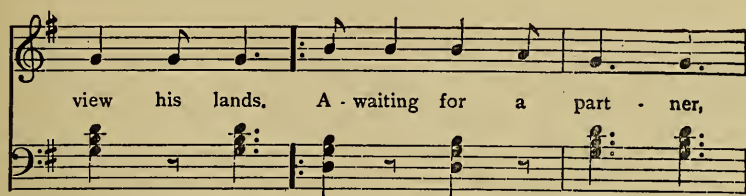
The third system continues the melody and accompaniment. The lyrics are 'oats, peas, beans and bar - ley grows, Thus the far - mer'.

sows his seed, Thus he stands and takes his ease,

The fourth system continues the melody and accompaniment. The lyrics are 'sows his seed, Thus he stands and takes his ease,'.

Stamps his foot and clasps his hands, And turns a - round to

The fifth system continues the melody and accompaniment. The lyrics are 'Stamps his foot and clasps his hands, And turns a - round to'.



The players form a ring clasping hands and circle about one of their number who represents the farmer and stands in the center. They all sing the first four lines, when they drop hands and each player goes through the motions indicated by the words of the second verse; sowing the seed with a broad sweep of the arm as though scattering seed from the hand; standing erect and folding the arms; stamping the foot; clapping the hands; and at the end of the verse turning entirely around. They then clasp hands again and circle around singing:

A-waiting for a partner,

A-waiting for a partner,

standing still for the last two lines.

So open the ring and choose one in.

On these words the one in the center chooses one from the circle as a partner and the circle skip around humming the tune or singing "La, la, la," through once. The new partner then proceeds with the game from the beginning.

Looby Loo.

Here we dance looby, loo - by, loo - by, Here we dance looby, loo - by, light ;

The first system of the song 'Looby Loo' is written in 4/4 time with a key signature of one flat (Bb). The melody is on a treble clef staff, and the accompaniment is on a bass clef staff. The lyrics are 'Here we dance looby, loo - by, loo - by, Here we dance looby, loo - by, light ;'.

Here we dance loo - by, loo - by, loo - by, loo,

The second system continues the melody and accompaniment. The lyrics are 'Here we dance loo - by, loo - by, loo - by, loo,'.

CHORUS

Ev - 'ry Sat - ur - day night. Put your right hand in,

The chorus begins with the lyrics 'Ev - 'ry Sat - ur - day night. Put your right hand in,'. The melody features a triplet of eighth notes under the word 'Sat'.

Put your right hand out, Give your right hand a

The second line of the chorus continues with the lyrics 'Put your right hand out, Give your right hand a'.

shake, shake, shake, Hin - kum - boo - by round a - bout.

The final line of the chorus concludes with the lyrics 'shake, shake, shake, Hin - kum - boo - by round a - bout.'.

Put your left hand in, etc.
Put your right foot in, etc.
Put your left foot in, etc.
Put your two feet in, etc.
Put your head way in, etc.
Put your whole self in, etc.

The players skip around the circle for the first verse. For the following verses which describe action the movements are suited to the words; for instance, when the left hand is called for, the players lean far forward and stretch the left hand into the ring while singing the first line, turn around and stretch the left hand outward for the second line, shake the hand hard on the third line, and on the last line jump or spin entirely around. After each verse the first verse of "Looby Loo" is repeated, accompanied by the dancing.

Mulberry Bush.

Here we go round the mul - ber - ry bush, The

mul - ber - ry bush, the mul - ber - ry bush, Here we go round the

mul - ber - ry bush, So ear - ly in the morn - ing.

This is the way we wash our clothes,
We wash our clothes, we wash our clothes,
This is the way we wash our clothes,
So early Monday morning.

This is the way we iron our clothes,
We iron our clothes, we iron our clothes,
This is the way we iron our clothes,
So early Tuesday morning.

This is the way we scrub our floor,
We scrub our floor, we scrub our floor,
This is the way we scrub our floor,
So early Wednesday morning.

This is the way we mend our clothes,
We mend our clothes, we mend our clothes,
This is the way we mend our clothes,
So early Thursday morning.

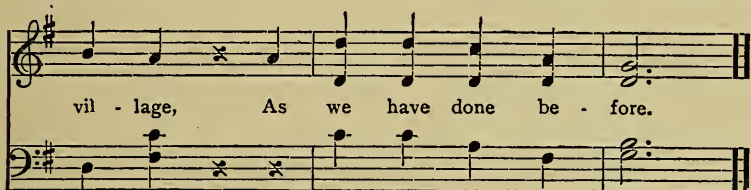
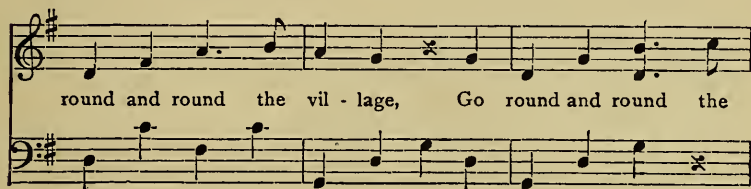
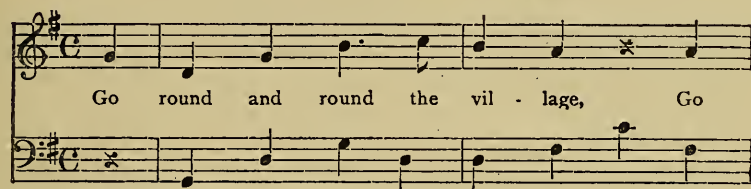
This is the way we sweep the house,
We sweep the house, we sweep the house,
This is the way we sweep the house,
So early Friday morning.

This is the way we bake our bread,
Bake our bread, bake our bread,
This is the way we bake our bread,
So early Saturday morning.

This is the way we go to church,
Go to church, go to church,
This is the way we go to church,
So early Sunday morning.

The players stand in a circle clasping hands and dance around singing the first verse. Beginning with the second verse the action indicated in the lines is given in pantomime and all spin around on their toes on singing the lines, "So early in the morning."

Round and Round the Village.



Go in and out the windows,
 Go in and out the windows,
 Go in and out the windows,
 As we have done before.
 Now stand and face your partner, etc.
 Now follow me to London, etc.

The players form a circle, clasping hands, with one player outside. In this game the circle stands still and represents the houses of a village. On the second verse, "In and out the windows," the children raise their clasped hands and it passes in under one arch, out under the next and so on. At the beginning of the third verse, it chooses a partner who follows him around the circle during the last verse.

The singing games and all of the music given in this bulletin are reprinted from Jessie H. Bancroft's "Games for the Playground, Home, School and Gymnasium," by kind permission of The Macmillan Company.

Did You Ever See a Lassie?

Did you ev - er see a las - sie, a

The first system of the song is written in G major (one sharp) and 3/4 time. The treble staff contains the melody, and the bass staff contains a simple harmonic accompaniment. The lyrics 'Did you ev - er see a las - sie, a' are written below the treble staff.

las - sie, a las - sie, Did you ev - er see a

The second system continues the melody and accompaniment. The lyrics 'las - sie, a las - sie, Did you ev - er see a' are written below the treble staff.

las - sie do *this* way and *that*? Do *this* way and

The third system continues the melody and accompaniment. The lyrics 'las - sie do *this* way and *that*? Do *this* way and' are written below the treble staff.

that way, and *this* way and *that* way; Did you

The fourth system continues the melody and accompaniment. The lyrics '*that* way, and *this* way and *that* way; Did you' are written below the treble staff.

ev - er see a las - sie do *this* way and *that*?

The fifth system concludes the song with a final double bar line. The lyrics 'ev - er see a las - sie do *this* way and *that*?' are written below the treble staff.

Players stand in a circle and while they sing the song, It in the center imitates any activity, such as mowing grass, raking hay, making bread, etc. She may use dancing steps, such as bowing, skipping, whirling, etc., or any gymnastic movements may be used. The circle players imitate It's pantomime. When a boy is in the center the word "laddie" should be used instead of "lassie."

Muffin Man.

Oh, have you seen the muf - fin man, the
Oh, yes, I've seen the muf - fin man, the

muf - fin man, the muf - fin man? Oh, have you seen the
muf - fin man, the muf - fin man, Oh, yes, I've seen the

muf - fin man that lives in Dru - ry Lane, O!
muf - fin man that lives in Dru - ry Lane, O!

The players stand in a circle with one or more in the center. The circle dances around and sings the first verse. They then stand still while the player or players in the center choose each a partner who enters the circle and clasps hands with him. All dance around singing the second verse.

London Bridge.

Lon - don bridge is fall - ing down, Fall - ing down, fall - ing down,

Lon don bridge is fall - ing down, My fair la - dy.

Build it up with iron bars, etc.
 Iron bars will bend and break, etc.
 Build it up with gold and silver, etc.
 Gold and silver will be stolen away, etc.
 Set a man to watch all night, etc.
 Suppose the man should fall asleep, etc.
 Put a pipe into his mouth, etc.
 Suppose the pipe should fall and break, etc.
 Set a dog to bark all night, etc.
 Suppose the dog should meet a bone, etc.
 Get a cock to crow all night, etc.
 Here's a prisoner I have got, etc.
 Off to prison you must go, etc.

Two of the tallest players are chosen to represent a bridge by facing each other and holding their hands overhead for the other players to pass under. All sing the verses in succession as they skip under the arch and at the end of the last verse the players forming the arch drop their hands and catch the one underneath as prisoner. They then take him off to a corner and tell him to choose between two valuable objects, which they have previously decided upon, such as a "diamond bracelet" and a "pearl necklace." The prisoner belongs to the side he chooses. When all have been caught the prisoners line up behind their respective leaders and have a tug-of-war, the side winning which succeeds in pulling its opponents across a given line.

Itiskit, Itasket.

I - tis - kit, I - tas - ket, A green and yel - low bas - ket ; I

The first system of music for 'Itiskit, Itasket'. It consists of a vocal line and a piano accompaniment. The vocal line is in 2/4 time, key of B-flat major, and features a melody of eighth and sixteenth notes. The piano accompaniment is in the same key and time, with the right hand playing chords and the left hand playing a simple bass line.

wrote a let - ter to my love And on the way I dropped it. I
Some one of you has picked it up. And put it in your pock - et ; It

The second system of music. The vocal line continues the melody, with lyrics 'wrote a let - ter to my love And on the way I dropped it. I Some one of you has picked it up. And put it in your pock - et ; It'. The piano accompaniment provides harmonic support with chords and a steady bass line.

dropped it, I dropped it, And on the way I dropped it.
isn't you, it isn't you, It isn't you, it isn't you.

The third system of music. The vocal line concludes the piece with the lyrics 'dropped it, I dropped it, And on the way I dropped it. isn't you, it isn't you, It isn't you, it isn't you.' The piano accompaniment ends with a final chord and a short melodic flourish in the left hand.

During the singing of the lines the game of "Drop the Handkerchief" is played. On the first words of "I dropped it," the handkerchief is dropped.

Room Games

The first six room games given in this chapter were originated by Robert Krohn, Supervisor of Physical Training in the Schools of Portland, and are used in the primary grades throughout the city. In addition to their value as exercise, these games possess the charm of an appeal to childish imagination, always an important factor in play for little children.

Butterflies

One child is chosen to be It. He rises from his seat and runs around the room waving his arms slowly up and down in butterfly fashion. During his run he taps others on the head and they immediately rise and fly around the room in a line behind It, going wherever he goes. After seven or eight have been chosen in line, the teacher taps her desk with a light stick and chases the butterflies "home" to their seats. If she succeeds in touching any butterfly on his head he must stand in a corner of the room until the game is ended. A new It is chosen and the game continues with the choosing of new butterflies.

Little Johnny Stoop

The children march around the room while the teacher keeps time by tapping lightly on the desk with a stick. When she taps loudly once with the stick the boys stoop, then stand and the march continues. When the teacher taps twice loudly the girls stoop, and at three taps all stoop. If any child stoops at the wrong signal he must go to his seat. The game continues until half of the children are seated.

Last One Up

This game is played like Little Johnny Stoop, except that pupils take a sitting position on top of their desks at the signal from the teacher. In this game, however, only one signal is given, as all pupils are required to find a seat on top of a desk. The "last one up" is found and takes a place in the corner of the room.

Johnny Jump Up

The children are seated, clapping hands softly—"clap, clap—clap, clap, clap!" The order is then changed to "rap, rap—rap, rap, rap." This is done by rapping on the tops of the desks with the knuckles and is a signal to the teacher that the "Johnny-jump-ups" are ready to stick their heads up through the ground. They continue rapping until the teacher raps once loudly on her desk, which is the signal for the boys to jump up into the aisle, two raps is a signal for the girls, and three raps for all. If anyone jumps up at the wrong time he must go to the corner. The idea of this game is to convey to the children that they are little flowers and ready to burst up through the ground in full bloom. Anyone failing to rise at the proper signal must go to join the "bouquet" of "Johnny-jump-ups" in the corner. The game continues until all are sent to the corner.

Spider Web Race

Before the game begins the front of the room is cleared in order that the children may have free access to the blackboard. The children in the front seats pass to the rear of the room and stand in their respective aisles. At a given signal these children run down the aisles with chalk in their hands and place a ring on the board, then return to the rear of the room, the one winning who returns first. The children in the seats all move forward one seat, and those who have run sit in the end seats. The play continues as at the beginning, the next runner drawing a horizontal line, the two following diagonal lines and the next perpendicular lines on the board. After the lines are drawn the players place concentric circles on the lines, thereby drawing a "spiderweb" on the blackboard. The row of children finishing their web first wins the race.

Grape Vine Race

The pupils stand in a circle around the room, holding hands high to form arches or "windows." The girls stand together in one-half the circle, the boys in the other half. At the command "Ready," the girls and boys at the ends of the lines drop hands, forming two semi-circles. At a signal, two players, the boy and girl at the head of each semi-circle, start the race and run in and out of each window on their respective sides. The object of the race is to reach the goal at the end of their lines. The player reaching the goal first wins for one point for his side. The signal is repeated each time for the two players at the head of the semi-circles. The game is continued until all have run, the side winning which has the highest score at the close of the game.

Squirrel and Nut

(Bancroft)

All of the pupils but one sit at their desks with heads bowed on the arms as though sleeping, but each with a hand outstretched. The odd player, who is the squirrel and carries a nut, runs on tiptoe up and down through the aisles, and at his or her discretion drops the nut into one of the waiting hands. The player who gets the nut at once jumps up from his seat and chases the squirrel, who is safe only when he reaches his nest (seat). Should the squirrel be caught before he reaches his nest, he must be squirrel the second time. Otherwise the player who received the nut becomes the next squirrel.

Black and White

(Bancroft)

One player is chosen as leader, the rest being divided into two equal parties. Each player in one party should tie a handkerchief on the left arm to indicate that he belongs to the Whites; those in the other division are called the Blacks. The players stand around on the floor promiscuously, the Whites and Blacks being mingled indiscriminately. The leader is provided with a flat disk which is white on one side and black on the other, and preferably hung on a short string to facilitate twirling it. He stands on a stool at one side or end and twirls this disk, stopping it with one side only visible to the players. If the white side should be

visible, the party known as the Whites may tag any of their opponents who are standing upright. The Blacks should therefore drop instantly to the floor, as in Stoop Tag. Should the black side of the disk be shown, the Blacks may tag the Whites. Any player tagged drops out of the game. The party wins which puts out in this way all of its opponents.

Bird Catcher

(Bancroft)

Two opposite corners are marked off at one end of the ground or room, the one to serve as a nest for the birds and the other as a cage. A mother bird is chosen who takes her place in the nest. Two other players take the part of the bird catchers and stand midway between nest and cage. The remaining players sit in their seats. All of the players should be named for birds, several players taking the name of each bird. Each row of seats may choose its name, after which the players should all change places so that all of the robins or orioles will not fly from the same locality. The teacher calls for the name of a bird, whereupon all of the players who bear that name run from the forest to the nest, but the bird catchers try to intercept them. Should a bird be caught by the bird catcher, it is put in the cage, but a bird is safe from the bird catchers if it once reaches the nest and the mother bird.

The distance of the bird catchers from the nest may be determined with a little experience, it being necessary to place a handicap upon them to avoid the too easy capture of the birds.

Dumb Bell Tag

(Bancroft)

The players stand, scattered promiscuously, one of their number who is It being placed in the center at the opening of the game. A dumb bell is passed from one player to another, the one who is It trying to tag the person who has the dumb bell. If he succeeds, the one tagged becomes It. A great deal of finesse may be used in this game; in appearing to hand the dumb bell in one direction, turning suddenly and handing it in another, etc.

Hand Over Head Bean Bag

(Bancroft)

This is a relay passing race, the different rows of pupils competing with each other in passing bean bags backward over the head. The players should all be seated, there being the same number in each row of seats. On each front desk a bean bag should be laid. At a signal the first player in each row lifts the bean bag over his head and drops it (it should not be thrown) toward the desk behind him, immediately clasping his hands on his own desk. The next player catches or picks up the bean bag from his desk and passes it backward in the same manner. It is thus passed quickly to the rear of the line. When the last pupil receives it, he runs forward at once to the front of the line. As soon as he reaches the front desk, the entire row of players move backward one seat, and the player who ran forward takes the front seat, immediately passing the bag backward to the player next behind him. The play continues until the original occupant of the front seat has returned to it.

As soon as he is seated he should hold the bean bag up with outstretched arm, as a signal that his row has finished. The row wins whose leader first does this.

Schoolroom Captain Ball

(Bancroft)

(Adaptation made by Miss Mabel L. Pray of Toledo, Ohio.)

Basket Ball

The class is divided into two teams, with a center captain and five bases on each side. The remaining players of each company serve as guards, and are placed on the opposite side from their captains and bases to prevent opponents from catching the ball. The teacher or umpire tosses the ball alternately to the guards, the first time to team one, the second time to team two. The guards, in turn, toss it to their bases, who try to get it to their captains, the opposite guards opposing by guarding with the arms and jumping to catch the ball. The game continues until one captain catches the ball from a *straight throw* (not a bound) from a base (not a guard). The side catching the ball scores a point, and the umpire then tosses the ball to the guards of the opposite team, etc. The game is played in time limits, the side having the highest score at the end of ten or fifteen minutes winning the game. Fouls are: Holding the ball longer than five seconds; snatching the ball; knocking the ball out of an opponent's hand. In case of a foul the ball is given to the opposite team. Any number may play the game, provided the sides are even.

Schoolroom Volley Ball

(Bancroft)

(Adaptation made by Miss Mabel L. Pray of Toledo, Ohio.)

Volley Ball

The players are divided into two teams, and the players in each team number consecutively. A net or string is placed across the schoolroom, dividing it into two equal parts. The top should be six feet from the floor. The game consists in batting the ball with the hand back and forth over the string, a point being scored by either team whenever its opponents allow the ball to touch the floor. The ball may be batted (not thrown) in any way, but only by one hand at a time. The players stand in the aisles, each having a required place in which to stand. The game starts by No. 1 on either side serving the ball; that is, tossing it up with the left hand and batting it with the right, trying to get the ball over the net or string to the opposing sides.

Two fouls in succession (failing to bat the ball over the net) changes the serve to the other side; otherwise, the server continues until the ball is returned by the opposite side and not returned by the server's side. When this happens, the server changes to No. 1 of team two, then to No. 2 of team one, then to No. 2 of team two, etc. The game continues until all players have served, or the game may be played with time limits; that is, the team wins which has the highest score at the end of a ten or fifteen-minute period. Every time the ball touches the floor (not a desk) it scores against that side on which it falls, counting one point for the opposing team, irrespective of which team served the ball.



*The Victor Studio
Clipp-High School*

May Day In Baker, Oregon.

FESTIVALS AND SPECIAL DAYS



BSERVANCE of the holidays of the year should play an important part in the recreational life of a school or a community. After all, it is not the arithmetic lesson that he toiled hardest over that a man remembers when he is forty, but the "stunts" he did or the pranks he played on a certain holiday. A woman will remember and sing to her own children songs she learned in childhood for special occasions of festivity at school.

If the observance of the holidays is to have a constructive value for the school or the community instead of a disorganizing effect on the regular work, the kind of festival to be given must be very carefully thought out. The celebration of a national holiday may be made the means of inspiring patriotism or reverence, or of instilling a sense of comradeship that can scarcely be attained in any other way. The festival should have at all times a distinct educational value.

The major holidays can well be made a time for bringing together parents and children and neighbors. The minor holidays can be made occasions of never-to-be-forgotten exercises for the whole school or for each room.

In planning for a special day celebration, or any other kind of play festival, those who plan the event should bear in mind that it is the spirit of the festival—the holiday feeling that shall set that day apart from all others—that they are striving for. At Christmas time it is the spirit of reverent joy: "Behold I bring you good tidings of great joy which shall be to all people." Lincoln's or Washington's birthday or Independence Day should, of course, have patriotism for the keynote. If the exercises for these holidays do not make the participants, at least, if not also the spectators, feel a quickened interest in their community life and in their individual part as citizens in that life, then the exercises have quite missed their point and might, perhaps, just as well not have been given.

The revival of pageantry has opened up great possibilities for historic interest, beauty and romance in the community celebration. A pageant may be made to include as few or as many persons as circumstances chance to permit. The technique of the pageant is comparatively simple and so many excellent books have been written on the subject during the past few years that it is possible with this aid to work out a pageant for the commemoration of some local bit of history or tradition without technical knowledge.

In general, it is better in preparing for any kind of entertainment or festival at which the spectators are to be others than the immediate class, to plan for group activities rather than to have exhibitions of individual skill or talent. Pageantry, folk dancing in large groups, and choruses or plays are to be preferred in every instance to programs made up of recitations, solos or other feats in which the individual child is given an opportunity to shine. The important reason for this preference is that each child taking part in a group performance can have real enjoyment in the act itself—the dance or song or play—without embarrassment or self-consciousness. Group activities tend also to lessen the diffidence of the timid child as well as to restrain the forward child. They likewise have a tendency to prevent jealousy and tend to develop an *esprit de corps* that means much to the discipline of the school or the neighborliness of the community.

Improper amusements should be strictly prohibited.

Columbus Day

Columbus Day, October 12th, is the first of the special days to be observed after the opening of school in the fall. The exercises for the day can be doubly interesting by including in them something commemorative of other early explorers as well as Columbus. No tale of adventure written to appeal to boys can possibly outdo in thrilling interest the adventures of Columbus, Ponce de Leon, Father Marquette, Coronado, Balboa and a score of others. Scenes in the lives of these early explorers are picturesque in the extreme and are therefore good for tableaux.

Joaquin Miller's poem, "Columbus," written by the western poet for the opening of the World's Fair at Chicago, should be known to all Oregon children.

A little volume called "Historical Plays for Children," by Grace E. Bird, contains a playlet, "Christopher Columbus."

Suggested tableaux: Columbus at the Court of Isabella; The Landing of Columbus.

Arbor Day

The observance of Arbor Day is now quite general in schools throughout the country. In Wisconsin a day in May is set aside by proclamation of the governor as Arbor and Bird and Fire Prevention Day. This is a happy combination, as reforestation and preservation of birds and fire prevention are three important phases of conservation. Talks by the teacher on conservation and essays by the children on several phases of the subject may well form a part of the exercises for Arbor Day but the actual planting of trees and the building and erecting of bird houses will better teach the lesson that the day was designed for.

An added interest may be given to the planting of trees by naming each tree for the class or individual child planting it, afterwards keeping a record of its growth.

In planting trees around school houses care must be exercised to avoid plantings that will interfere with the open spaces for play. It may be well also to take care to plant fruit-bearing trees—that is those that have berries, to attract the birds. Virgin's Bower and Virginia Creeper on the fences will make good screens and afford food for the birds.

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Schauffler's *Arbor Day* contains many suggestions.

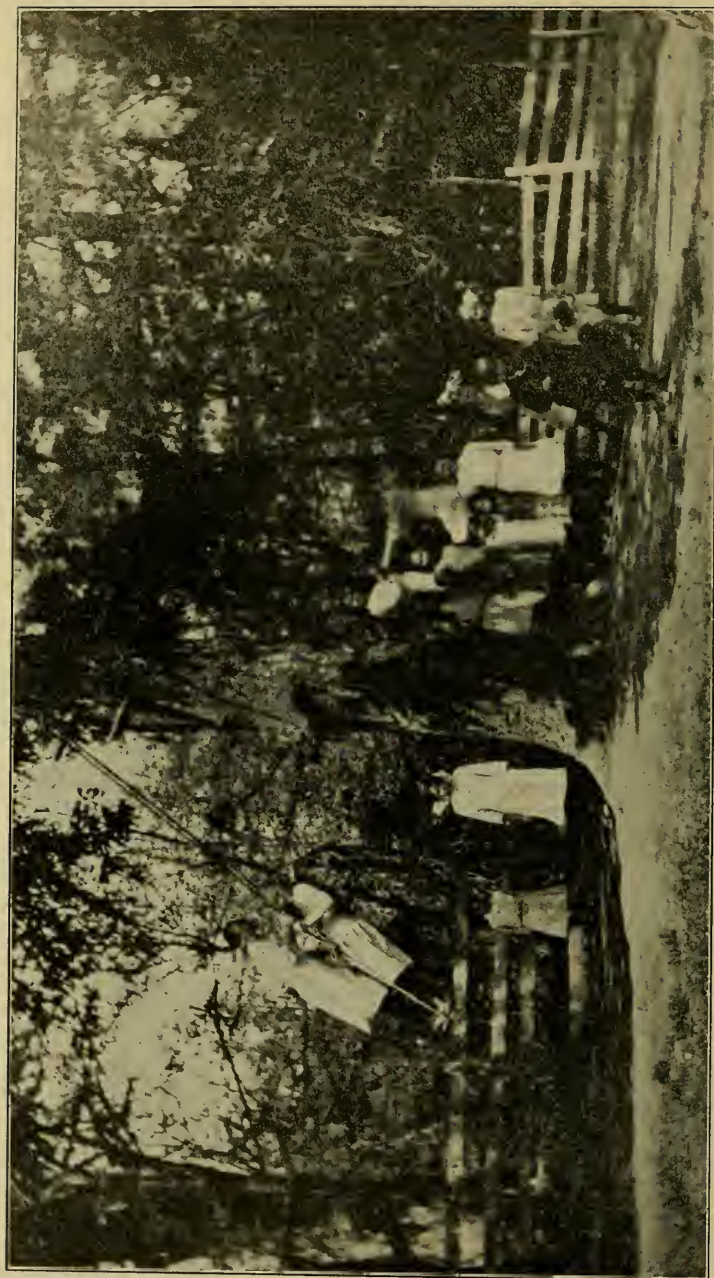
A pamphlet is published annually by the State Superintendent of Schools of Wisconsin which may be secured by writing to him at Madison, Wisconsin.

THREE KINDS OF PLANTING

Plant Trees; by all means plant trees. That's number one. But don't forget to

Plant also the love of trees. That's number two. For this kind of planting, the best soil is the heart of childhood and of youth. And, while you are about it,

Plant likewise knowledge concerning trees. That's number three. Not necessarily the forester's technical knowledge; just



The Old Fir Tree Contributing to the Play of the Oakhurst School Children, Polk County, Oregon.

a comfortable "working knowledge" you know. The leading species and how to distinguish them; how, and what kind, to select for planting—or to reject; how to set out a tree; how to care for and protect it.

—Report of the Newark Shade Tree Commission.

THE PLANTING OF THE APPLE-TREE.

Come let us plant the apple-tree.
Cleave the tough greensward with the spade;
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mould with kindly care
And press it o'er them tenderly,
As, round the sleeping infant's feet
We softly fold the cradle sheet;
So plant the apple tree.

—William Cullen Bryant.

It never will rain roses; if you want more roses you must plant more rose-trees.

—George Eliot.

Halloween

Halloween, or All Saints' Eve, is a festival day of such ancient origin that its curious observances have become confused. Some of the customs relating to the day have come down to us from classic mythology. Others grew out of Druidic beliefs. Still others had their origin in Christian superstitions. On November 1st the Romans had a feast to Pomona the goddess of fruits and seeds. Among the Druids the 1st of November was a time of a great autumn festival, to be celebrated in thanksgiving for the harvest.

In many schools All Souls' Day, which comes the second day after Halloween, is celebrated instead of Halloween. The observance of this day can be given a good deal of educational value. The usual plan of observing the day is founded upon the thought that All Souls' Day is the day upon which all departed souls may return to the earth for a few hours. The class wishing to observe All Souls' Day selects certain historical personages whom they wish to "recall." Extracts from the writings may be read or recited if the person was an author. Or if a painter has been selected, copies of his work may be shown. If a musician his compositions may be performed. In

some such way as this All Souls' Day can be interestingly observed without any previous preparation, merely by having discussions of the work of the person that it has been decided to "recall."

This method of observing the day can be easily adapted to any grade, as the teacher needs only to "recall" personages known to the pupils. Primary children might recall Eugene Field and Robert Louis Stevenson, Froebel and some of the painters of the Madonna and Child.

Thanksgiving Day

While our observance of Thanksgiving Day is a strictly American custom originated by the Pilgrim Fathers it is well to bring to mind that some sort of festival in thanksgiving for the bounty of the harvest is a universal custom. The English have their Harvest Home and the Jewish people their Feast of the Tabernacles. Almost every European country has some way of celebrating this season. Many countries have folk dances that belong peculiarly to the harvest merrymaking.

Any number of picturesque drills can be worked out for Thanksgiving such as a "corn" drill, or a "fruits of the harvest" drill. Descriptions of the latter are given in *Thanksgiving Entertainments* compiled by Joseph C. Sindelar.

The first part of *Hiawatha*, Hiawatha's Childhood, can easily be dramatized and presented by children for a short group exercise for Thanksgiving Day.

An interesting way to recall the period of the first Thanksgiving in America is to have children represent little Pilgrims, each taking the part of one of the early residents of Plymouth; John Carver, the first governor of Plymouth; John Alden; Priscilla; Massasoit, the Indian chief, etc.

Some of the customs of celebrating the English Harvest Home can easily be looked up and adapted.

Christmas

With all the wealth of folk-lore available that many Christian lands have contributed to the Christmas story, it is a pity that in so many communities the conventional tinselled tree, bewhiskered Santa Claus and grandmother's stocking are the only symbols of Christmas the children know.

A pleasing variation of the Christmas tree observance may be had by using a live tree out of doors and singing carols around it, as has been done in a number of cities the past two years.

An interesting program might be worked out by the children themselves by having them look up some weeks in advance the Christmas customs of other countries, some of which could then be adapted, at the teacher's discretion, to their own observance of the day.

A suggestion is given somewhere that the children work out a festival from the information they have looked up, each child representing a country, the whole to be called "When all the world is kin."

BIBLIOGRAPHY

Book of Christmas, published by Macmillan Company.

A New Year's Pageant of Good Resolutions.

When Mother Lets Us Play, by Angela M. Keyes.

Holiday Entertainments, by Charles Shoemaker, contains three Christmas plays: "Santa Claus Outwitted"; "Seeing Santa Claus"; "In Santa Claus Land."

Valentine's Day

Children always want to observe Valentine's Day, and there is really nothing of historic interest that is connected with it. According to tradition the observance of the day came down from pagan times and its customs have nothing to do with the saintly St. Valentine, for whom it was named. Some literary and historic value can be given to the day's exercises, however, by telling in some form or another the story of some of the world's famous lovers. This can be done by a costume party or simply by reading or telling the tales, or in the form of a pageant or procession.

Among the famous lovers of history and literature are: Dante and Beatrice; Romeo and Juliet (Shakespeare); Priscilla and John Alden (Longfellow's *Courtship of Miles Standish*); Elizabeth and Robert Browning; Evangeline and Gabriel (Longfellow's *Evangeline*); Hiawatha and Minnehaha (Longfellow's *Hiawatha*); Lochinvar and Ellen (Scott's *Lochinvar*); Lord Ronald and Lady Clare (Tennyson's *Lady Clare*); John Ridd and Lorna Doone (Blackmore's *Lorna Doone*); Enoch Arden and Annie (Tennyson's *Enoch Arden*);

George and Martha Washington. Beatrice and Benedict (*Much Ado About Nothing*); Audrey and Touchstone (*As You Like It*), and Ichabod and Katrina (Irving's *Legend of Sleepy Hollow*) might be brought in to give a touch of humor to the love tales.

POEMS SUITABLE FOR TABLEAUX

Riley, J. W.: *An Old Sweetheart of Mine.*

Whittier, J. G.: *Maud Muller.*

Longfellow, H. W.: *Evangeline.*

Scott, Sir Walter: *Lochinvar*

Tennyson, Alfred: *Enoch Arden.*

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Merington, Marguerite: *Holiday Plays.*

Reisner, C. F.: *Social Plans for Young People.*

Bugbee, W. N.: *Successful Entertainments.*

Brooks, E. S.: *Storied Holidays.*

Washington's and Lincoln's Birthdays

The birthdays of Washington and Lincoln should be taken advantage of primarily to acquaint the children in some ever-to-be-remembered way with the work and lives of our country's greatest patriots. As the two days come so close together it may be advisable to plan for their observance together on one or the other date.

There is much material from which to select programs for these days. Some of Lincoln's letters, not so well known as his addresses, are literary masterpieces and should be studied with care.

Several well written playlets are available that are especially suitable for school entertainments.

PLAYS

Abraham Lincoln: Rail Splitter. A one-act play, ten characters. (See McKay: "Patriotic Plays and Pageants for Young People.")

Andrews: *The Perfect Tribute.* (A story of Lincoln's life that could be easily dramatized.)

Atkinson: *Lincoln's Love Story.*

Betsy Ross and her interview with Washington at the time the first American flag is said to have been made. (See Merington, Marguerite: "Holiday Plays.")

George Washington's Fortune. (Six characters, one-act play.) (See McKay: "Patriotic Plays and Pageants for Young People.")

The Man Without a Country—E. E. Hale. (For suggestions for dramatization see Chubb: "Festival Plays.")

TABLEAUX

The Signing of the Declaration of Independence.

The First Celebration of His Birthday. (See Deems "Holy Days and Holidays.")

Training for Greatness showing scenes representing the early experiences of Lincoln's life. (See Marden: "Stories from Life," pp. 210-36.)

The Surrender of Lord Cornwallis.

Washington's Farewell to His Officers.

The Boston Tea Party.

William Tell and Gessler.

The Fall of the Bastille.

The Victory at Bannockburn.

Signing the Declaration of Independence.

The Spirit of '76.

PAGEANTS

Scenes may be worked out representing Lincoln from boyhood to martyrdom. Intersperse with two or three of Lincoln's last speeches.

Washington's Birthday Pageant—three scenes. (See Mer- ington: "Holiday Plays"); 20 characters.

Pageant of Patriots. (See McKay: "Patriotic Plays and Pageants.")

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Deems, E. M.: *Holy Days and Holidays.*

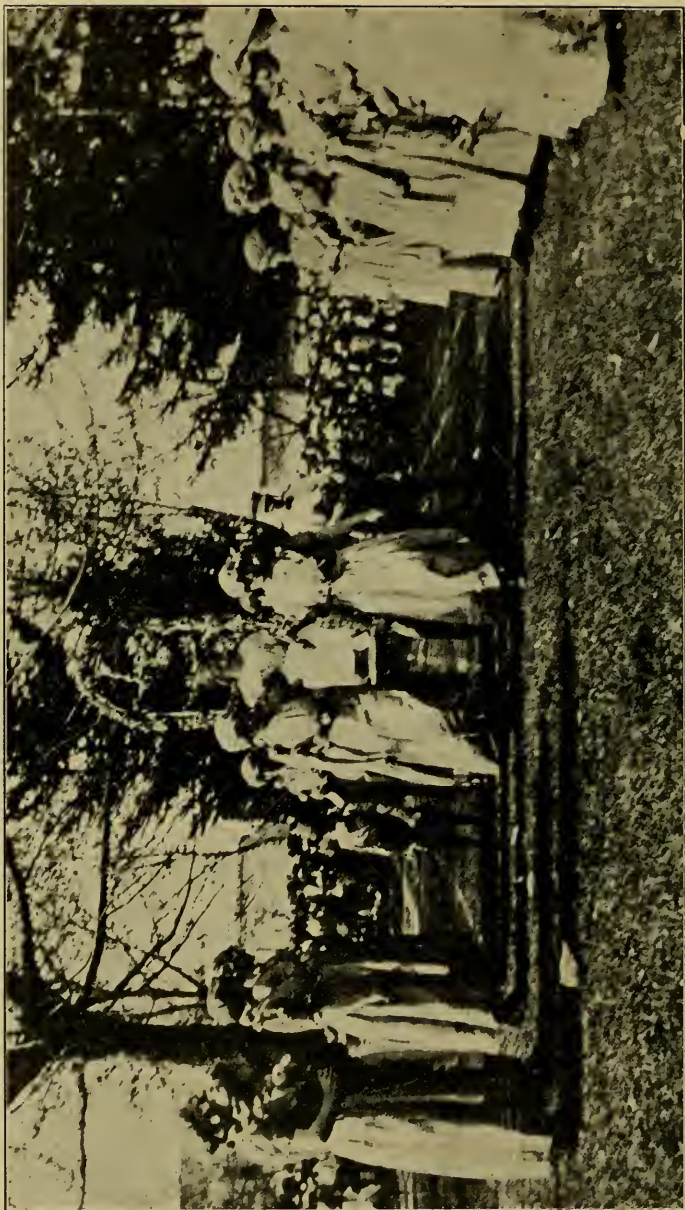
Hill, Frederick Trevor: *On the Trail of Washington.*

Mauson, Agnes: *Winnowings for Washington's Birthday; Winnowings for Lincoln's Birthday.*

Irving, Washington: *Life of George Washington.*

Morgan, James: *Abraham Lincoln, the Boy and the Man.*

Whipple, Wayne: *The Story Life of Lincoln.*



May Day in Baker, Oregon.

Easter

Doubtless most children learn something of the Christian significance of Easter at Sunday school, but the miracle of the Resurrection should in some way be told to them.

In many places the observance of the Easter season and the May Day ideas are combined in a Spring Festival in which the phenomenon of Nature's resurrection is predominant.

The famous egg rolling on the White House grounds at Washington is held on Easter Monday. A similar fete can easily be carried out on the school grounds or in a park or natural grove or meadow.

An egg hunt probably provides more fun than any other form of entertainment for Easter. Each child may be asked to bring one colored egg to school. Some of the older girls may be delegated to hide the eggs and all the other children may be permitted to take part in the hunt. This is one kind of contest in which the smallest children have equal chances with the larger ones, as their eyes and wits are often keener in hunting for hidden things than are those of their elders.

Variations of the "potato race" may be played with hard-boiled eggs, to the great enjoyment of the children.

May Day

There is a tendency everywhere to revive the picturesque customs attending the observance of May Day. These quaint exercises may be used to drive home certain lessons in nature lore that will forever impress upon young minds the wonder and beauty of the spring awakening and of the great cycle of the seasons.

May Day has been celebrated from very ancient times. In planning for the day many interesting customs may be looked up. For instance a class may decide to have a Greek May Day. The pupils will be surprised on investigating the subject to find that many of the games they already know such as blind man's buff, were played by the Greeks on holidays. A pretty Greek festival for May Day may be worked out by a simple dramatization of the story of Ceres and Proserpine. Impersonations of flowers, such as hyacinth, narcissus and anemone, are pleasing to children.

There are many traditional ways of celebrating May Day handed down from the days of Merrie England. Until recent



May Day in Baker, Oregon.

years groups of "Milkmaids," "Chimney sweeps," or Robin Hood and his companions, might be seen in their quaint revels on the streets of London on May Day.

The crowning of the May Queen can be made a charming feature of the exercises. Perhaps the one old English custom that is sure to give pleasure to all is the May Pole dance. A simple and easily taught May Pole dance is given with directions in Elizabeth Burchenal's *Folk Dances and Singing Games*.

The May Day fete is the one big festival day for the children in the public schools of New York City. Last year 6,000 little girls danced the May Pole dance, using 250 May poles, on the green in Central Park. For many of these children May Day is the one day in the year when they have an opportunity to play on the grass.

Folk Festivals—May Master Needham, gives many interesting suggestions for May Day.

A May Day play, "In Bells and Motley on the May Dawn," in *Home Plays for Boys and Girls*, with other references, are given in the bibliography at the end of the book.

CIVIC CREED

God hath made of one blood all nations of men, and we are His children—brothers and sisters all. We are citizens of these United States, and we believe our Flag stands for self-sacrifice for the good of all the people. We want, therefore, to be true citizens of our great country, and will show our love for her by our works.

Our country does not ask us to die for her welfare; she asks us to live for her, and so to live and so to act that her government may be pure, her officers honest, and every corner of her territory shall be a place fit to grow the best men and women, who shall rule over her.

—From Three Years with the Poets.

Peace Day

MAY 18

The "Civic Creed" written by Miss Mary McDowell for the children of the University Settlement, Chicago, is a splendid thing to put before the children on Peace Day. It might profitably be learned by a whole class.

Peace Day means the recognition of a world movement of such vast significance to human progress that much effort

might well be spent in trying to make its meaning clear to the children. Someone has suggested that in the upper grades the pupils be required to write essays on topics that will necessitate research on the origin and meaning of Peace Day. These might be read on Peace Day. Some suggested topics are: "What the 18th of May Signifies"; "The Cost of War"; "The Czar's Plan for Peace"; "Choosing an Umpire"; "The First Peace Conference"; "The Second Peace Conference"; "The Third Peace Conference"; "The Nobel Prize."

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Bulletin of Government Bureau of Education at Washington for 1912 and 1913, Nos. 8 and 12.

Pamphlets of American Association of Conciliation, Sub-Station 84 (407 West 117th Street), New York City.

Independence Day

While Independence Day comes at a time when school is not in session, not infrequently the same persons have the planning in hand who have the arranging of programs for other special days.

Sentiment has changed rapidly and radically in regard to the old method of celebrating the Fourth of July with much noise and great danger. To take the place of meaningless and dangerous ways of celebrating, many original and charming programs have been worked out in different communities.

For the village or rural district a community picnic is doubtless the best way of getting all the people together for a common celebration. But merely getting people together with no definite thing in mind for their entertainment beyond the lunch basket is useless. A program should be planned that will keep as many as possible interested throughout the day. Such a program should include a schedule of events for people of all ages. But whatever athletic contests or other events may be introduced to add interest to the day, the real significance of the Fourth of July as the birthday of American Independence should be kept always in the foreground. This can be done in many ways. An historical pageant or a series of tableaux depicting Revolutionary scenes may be carried out. Good subjects for tableaux are: Washington taking command of the American Army; Betsy Ross making the American Flag; the Boston Tea Party; Signing the Declaration; Washington's

farewell address to his officers. A band concert of patriotic music should be provided and every encouragement given to the people to join in the singing of patriotic songs. A feature of the program that is always pleasing is a May pole dance, in which red, white and blue ribbons are used to wind the pole. This can be easily arranged with a little practice beforehand. Mention is made of the dance to be used in the suggestions for May Day.

Athletic events should include something for everybody and humorous "stunts" should not be overlooked, such as fat men's races, sack and potato races and races for married women.

The Recreation Department of the Russell Sage Foundation, 400 Metropolitan Tower, New York City, has issued a number of publications on the observance of Independence Day. Among them are:

No. 105 *How the Fourth Was Celebrated in 1911* (54 pages). Price 10 cents.

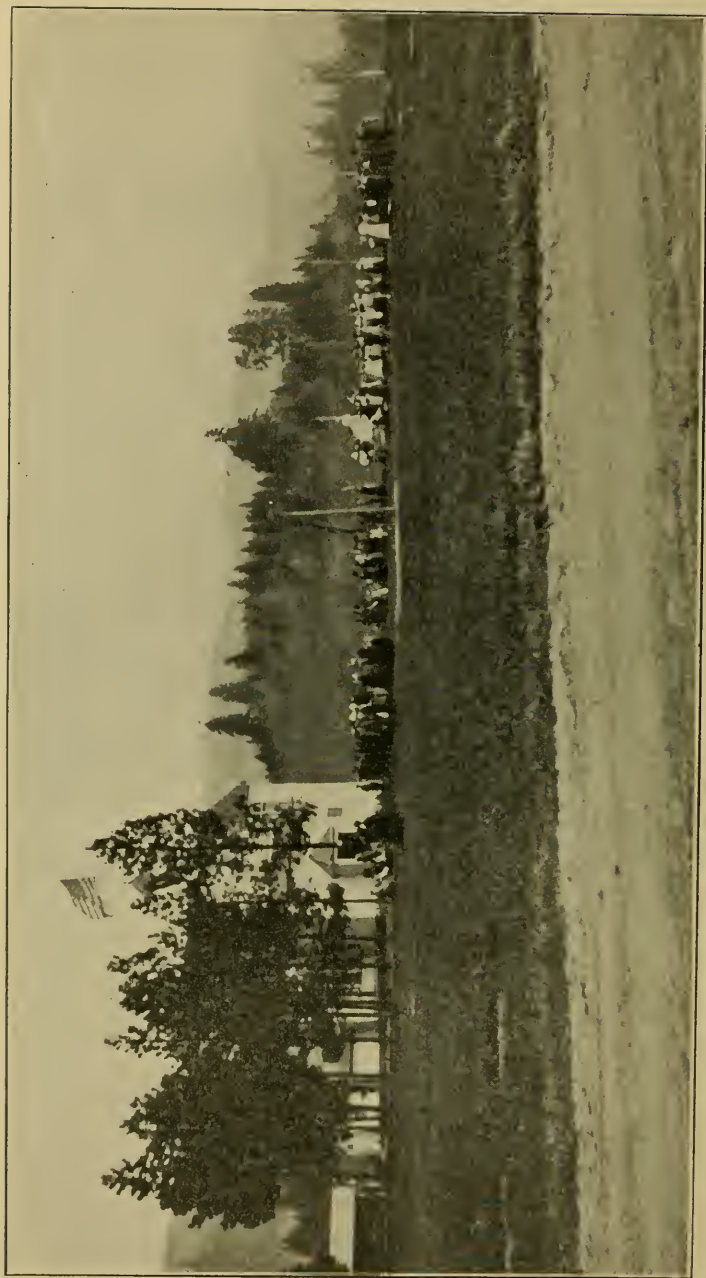
No. 98 *A Sane Fourth of July* (8 pages). No charge.

No. 97 *A Safe and Patriotic Fourth of July* (24 pages). Price 5 cents.

No. 70 *Independence Day Celebrations* (32 pages). Price 5 cents.

No. 62 *Fourth of July Injuries and Tetanus* (27 pages). Price 5 cents.

No. 31 *A Safer, Saner Fourth of July* (31 pages). Price 5 cents.



A Model Country Schoolhouse in Hood River County.
The Building is Equipped With Sanitary Toilets and Drinking Fountains, the Water Being
Pumped by an Electric Motor.



FIELD MEETS

CHAPTER V



THE main object of Track and Field Athletics is to create an interest in outdoor games and recreational exercise, to bring out and enlarge upon accomplishments with which pupils are by nature endowed, to develop endurance and skill through competitive sports and to cultivate in young people a desire for clean, wholesome, sportsmanlike contests. Individual schools are encouraged to hold their annual field meets, while groups of schools in a community may hold an interscholastic meet during which a carefully organized program of track and field events may be carried out. This would be preceded by weeks of training after school hours in the gymnasium or school yard.

The work incident to the preparation for a spring field meet shows a marked development of the school children in physique, character and discipline throughout the year and develops a school spirit which no other feature of school life can accomplish.

In making up the field day program, only such events should be scheduled for girls as are distinctively suited to their sex. The competition between different groups in folk dancing might be included, and such races as the Shuttle, All-Up, Hurdle and Pass Ball Relays, run in short distances, are desirable. A contest in basket ball throwing for distance and such games as Playground Ball, Captain Ball, Basket Ball and Volley Ball should be held. Girl contestants should be encouraged to wear bloomers and skirt of the same color and a loose-fitting sailor "middy."

All boys in the school should be urged to compete in some event or other, excepting those who are physically unfit. This avoids the tendency to select and train one or two people in a class, thus neglecting the physical training of others. Certain minimum standards may be set in each event which a boy must

reach by his training in order to qualify for a place on the team. Special events for novices and interclass competitive games should be held in order to find opportunity for those not destined to become future champions to get something out of athletics by competition with others of like ability.

Participants should be instructed prior to a meet on the points of good sportsmanship which should include, especially, how to lose with good spirit, never to question the decision of an official, and, that the contest is made for the pleasure of the sport and not for the purpose of winning at all costs.

Any of the following events may be scheduled for boys. For rules and regulations for field work, reference may be made to Spalding's Official Athletic Rules.

Elementary Schools

Events for Boys

85-POUND CLASS

50-yard dash
Running High Jump
Running Broad Jump
360-yard Relay Race

100-POUND CLASS

60-yard Dash
Running High Jump
Running Broad Jump
440-yard Relay Race

115-POUND CLASS

70-yard Dash
8-Pound Shot Put
Running Broad Jump
440-yard Relay Race

UNLIMITED WEIGHT CLASS

100-yard Dash
12-pound Shot Put
Running High Jump
880-yard Relay Race

The points are scored for individual and relay events alike on a basis of 5 points for firsts, 3 points for seconds, 2 points for thirds and 1 point for fourths.

High Schools

Events for Boys

TRACK EVENTS

50-yard Dash, Freshman; 60-yard, Sophomore, 75-yard, Junior (Novices)

100-yard Dash (Novice)	220-yard Run
220-yard Run (Novice)	440-yard Run
100-yard-Dash	880-yard Run
120-yard Hurdle Race (ten hurdles, 3 feet 6 inches)	
220-yard Hurdle Race (ten hurdles, 2 feet 6 inches)	

- 100-lb. Relay Race (four-boy team—each boy to run 110 yards)
120-lb. Relay Race (four-boy team—each boy to run 220 yards)
Unlimited weight Relay Race (four-boy team—each boy to run 440 yards)

FIELD EVENTS

- | | |
|-----------------------|--------------------|
| Running High Jump | Running Broad Jump |
| Putting 12-pound Shot | Pole Vault |
| Discus Throw | (Greek style) |

The Athletic Badge Test for Boys

What It Does

Every boy ought to be physically efficient.

Specialized athletics have developed remarkable American athletes, but they have done most for those who needed athletic training least.

Every boy ought to try to reach a certain minimum physical standard. Such standards have been formulated by a committee of experts and are here presented.

Every boy passing the tests is authorized to wear this badge, which stands for physical efficiency.

Every boy wearing this badge, as he meets another boy—even though their homes be on opposite sides of the continent—when he sees the badge upon the other boy, knows that they have had the same tests, and feels a certain comradeship.

In these days the boy who makes himself physically efficient is preparing himself for efficient citizenship later.

It is hoped that once a year in each city there can be a meeting of the boys who have qualified in previous years to welcome those who have just qualified. It would not be unfitting in our American cities as in the cities of ancient Greece for the leaders in the city's life to make such a time a notable annual event.

In some cities the physical standard of the boys has been made much higher because of these tests—sometimes thirty per cent higher. To achieve the same result nationally would enable America to continue to have in these days of city life, the pride in the physical fitness of her boys which she formerly had in the pioneer days.

The Athletic Badge Test for Boys

The Playground and Recreation Association of America has adopted the following as standards which every boy ought to be able to attain:

FIRST TEST

Pull Up (Chinning), 4 times.
Standing Broad Jump, 5 feet, 9 inches.
60-yard Dash, 8½ seconds.

SECOND TEST

Pull Up (Chinning), 6 times.
Standing Broad Jump, 6 feet, 6 inches.
60-yard Dash, 8 seconds.
Or 100-yard Dash, 14 seconds.

THIRD TEST

Pull Up (Chinning), 9 times.
Running High Jump, 4 feet, 4 inches.
220-yard Run, 28 seconds.

As these standards have been tested in the public schools of several cities, it has been found that boys of 12 years of age should be able to qualify for the badge under the first test, elementary school boys of 13 years and over for the second test, and high school boys for the third test. It does not seem, however, to those who have had experience with this form of athletics, that the different standards should be limited to these age groups. Accordingly, no age or even weight limit is fixed. Any boy may enter any test at any time.

Similar tests are now in use in many cities and in some country districts. The Association has attempted through a committee of experts from different parts of the country to establish standards which would be simple, consist of events which are interesting, and be generally acceptable. The tests require only simple apparatus, a comparatively small space. They can be conducted in a short period of time even with a considerable number of boys, and the measure of each boy's performance can be accurately determined.

Contests

The following general rules shall govern the final competition:

No boy is permitted to receive more than one badge for any grade in any one year.

It is necessary to qualify in all three events in any one class in order to win a badge.

There shall be but one trial in chinning, one in dashes, and three in the jumps.

1. PULL UP (CHINNING)

A portable chinning bar in a doorway, a horizontal bar in the gymnasium or the rungs of a ladder set at an angle against a building may serve the purpose.

Each contestant begins with his hands on the bar. Then with his arms straightened at full length he pulls himself up without a kick, snap, jerk, or swing, until his chin is above the bar. Lowering himself again until his arms are straight, he repeats the "Pull Up."

2. STANDING BROAD JUMP

Whenever possible it is best to prepare a jumping pit by digging up a piece of ground about 4 feet by 25 feet and have a wooden or metal strip 2 inches by four inches imbedded in the ground at one end of the pit flush with the surface, to serve as a "take off." It is also well to mark off 5 feet 9 inches and 6 feet 6 inches from the "take off." Each competitor is allowed three jumps, his best jump being taken as his record.

"The feet of the competitor may be placed in any position, but shall leave the ground once only in making an attempt to jump. When the feet are lifted from the ground twice, or two springs are made in making the attempt, it shall count as a trial jump without result. A competitor may rock back and forward, lifting heels and toes alternately from the ground, but may not lift either foot clear of the ground, nor slide either foot along the ground in any direction." (The rules quoted are with slight adaptation the rules laid down in the Official Handbook of the Public Schools Athletic League.)

3. 60-YARD DASH, 100-YARD DASH AND 220-YARD RUN

A stop watch is necessary for timing the boys in this event. Under the direction of a starter each individual competitor takes his position on the starting mark. The starter gives the signal by saying: "On the mark," "Get set," "Go." At the word "Go," the timekeeper starts his watch. As the runner crosses the finish line (60 yards, 100 yards or 220 yards from the starting line), the timekeeper stops his watch. The time indicated on the stop watch is the runner's time.

"A false start is one where any part of the person of a competitor touches the ground in front of his mark before the starter purposely gives his signal. The third false start shall disqualify the offender. The competitor shall keep his hands behind the mark assigned to him."

4. RUNNING HIGH JUMP

"The bar shall be a thin stick and shall rest on pins which shall project not more than three inches from the uprights. When this bar is removed, it shall constitute a trial jump without result."

"The height shall be measured from the middle of the bar to the ground on a direct line."

"Each boy shall be allowed three trial jumps at each height."

"Running under the bar in making an attempt to jump shall be counted as a balk and three successive balks shall constitute a trial jump." (Official Handbook of the Public Schools Athletic League.)

The following order of events is suggested: Pull up (chin-ning), jumping, running.

Badges

The badge for the first test is distinguished by one star in the space below the hurdler, the badge for the second test by two stars below the hurdler, the badge for the third test by the Greek word "APISTON" below the hurdler. All the badges are in bronze. The feeling has been strong that the badges should be simple and beautiful, but should not in themselves have intrinsic value, that the value should be in what the badge stands for. In designing this badge for the boys of America, Dr. R. Tait McKenzie has rendered a large service.

The Association recommends that each boy passing the tests be allowed to pay for his own badge just as a young man or woman at college elected to Phi Beta Kappa pays for the key awarded.

PRICES

The price, postpaid, either singly or in quantity, is fifteen cents each.

ORDERING BADGES

Public schools, private schools, playgrounds, evening recreation centers, settlements, church organizations, and other organi-

zations of good standing in any city, town, village or rural community may use the test adopted by the Association and *certify* on blanks furnished by the Association, the names and addresses of boys passing the tests, ordering the number of badges of each kind required.

The American Committee on Athletic Standards for Boys will pass on each list certified. If such list is accepted by the committee, the badges ordered will be forwarded on receipt of the money for such badges. The Association will reserve the right to test boys whose names have been sent in if in the judgment of the committee it seems desirable to do so. The Association will expect those certifying these lists to exercise the greatest possible care. The object in passing on each list is so far as possible to make sure that badges shall go only to such boys as have passed the tests required.

—ATHLETIC COMMITTEE,
Playground and Recreation Association of America.

The Athletic Badge Test for Girls

The Playground and Recreation Association of America has adopted provisionally the following as standards which every girl ought to be able to attain:

FIRST TEST

All-up Indian Club Race, 30 seconds.
Basket-ball Throwing, 2 goals out of 6 trials,
Balancing, 24 feet, 2 trials.

SECOND TEST

All-up Indian Club Race, 28 seconds.
Basket-ball Throwing, 3 goals out of 6 trials.
Balancing (bean-bag on head), 24 feet, 2 trials.

When Indian Clubs are not available, the Potato Race may be substituted:

For First Test, 140 yards, 42 seconds.
For Second Test, 140 yards, 39 seconds.

The events used in Philadelphia, New Orleans, Tacoma, Chicago, Cincinnati, Newark and New York City, as representative of the tests used in city schools; those prepared by Miss Anna M. Morgan for Ulster County, New York, as representative of rural communities, both supplemented by the report of the investigation of athletics for girls made by Mrs. Frank M. Roessing and Miss Elizabeth Burchenal, were used as a basis in preparing the athletic badge test for girls.

The athletic sports of the girls in the rural communities begin largely in the schools. There are 226,000 one-room rural schools in the United States and because of lack of gymnasium equipment and dressing-room facilities, events requiring bloomers and bathing suits are not advisable. There are many splendid events which cannot be used nationally. For instance, rowing, swimming and other water sports are as impossible in many sections of the prairie countries as are skating and skiing in the South. Archery, golf, field hockey, horseback riding and tennis have been found to be quite beyond the means at the disposal of the majority of school girls in both city and country. There are communities in which any form of dancing does not meet with approval.

In view of the above facts, only two tests have been decided upon. As there are agencies at work to encourage the development of play leaders and the use of various sports in all communities, the third test has been left open for further suggestions.

TESTS

There are no height, weight or age limits in the Athletic Badge Test for Girls. The following general rules shall govern the final tests:

There shall be but one trial in each event, except the balancing, in which two trials are allowed.

It is necessary to qualify in all three events in either class in order to win a badge.

No girl is permitted to receive more than one badge in any one year.

Directions for Events

ALL-UP INDIAN CLUB RACE

Draw two tangent circles, each three feet in diameter. In one of the circles place three one-pound Model B Indian Clubs. At a point thirty feet distant from a line passed through the center of the circles, and parallel to it, draw a line to be used as a starting line.

On the signal the girl runs from the starting line, transfers the three clubs, one after the other, to the vacant circle, and runs back to the starting line. Three such trips are made, finishing at the starting point. The girl is permitted to use but one hand in transferring the clubs.

To win a Class "A" badge, a girl must make the three trips to the circles in 30 seconds.

To win a Class "B" badge, a girl must make the three trips to the circles in 28 seconds.

BASKET BALL THROWING

The regular basket ball goal may be used. It should be placed ten feet above the ground and extend six inches from the surface to which it is attached.

From a point directly under the center of the goal, draw a semi-circle with a radius of fifteen feet, for a throwing line.

The girl may stand at any point outside of but touching the throwing line. On the signal she throws for the goal, runs and picks up the ball and runs back of the line and makes the next throw.

To win a Class "A" badge, a girl must make two goals out of six trials.

To win a Class "B" badge, a girl must make three goals out of six trials.

BALANCING

Any standard balance beam may be used, or a 2x4-inch plank, set on the two-inch side, but the length should be twelve feet.

There is no time limit in this event, but there should be an endeavor to meet the requirements promptly, without haste, and with perfect poise.

For Class "A": The girl starts from center of beam, walks forward to end; without turning, walks backward to center; turns and walks forward to other end; turns and walks forward to starting point.

For Class "B": With a bean-bag balanced on her head, the girl starts from center of beam and walks forward to end; turns and walks forward the entire length of the balance beam; without turning, walks backward to starting point.

POTATO RACE

On a direct line draw four circles, each twelve inches in diameter and five yards apart from center to center. Five yards back of the center of the first circle and at right angles to the direct line, draw a line to be used as the starting line. This is also the finish line.

On the first circle place a basket or other receptacle not over two feet in height and with an opening not exceeding three feet in circumference.

On the signal the girl runs from the starting line, takes one potato from the basket and places it in the first vacant circle (the one nearest the basket); runs back to the basket, passes between it and the starting line; takes the second potato from the basket and places it in the second circle; returns to the basket, passes between it and the starting line; takes the third potato from the basket, places it in the third circle and runs back to the starting line. From the starting line she runs to the first circle, picks up the potato and replaces it in the basket, passes between the basket and the starting line, runs to the second circle, picks up the potato and replaces it in the basket, runs to the third circle, picks up the potato, replaces it in the basket and runs across the finish line.

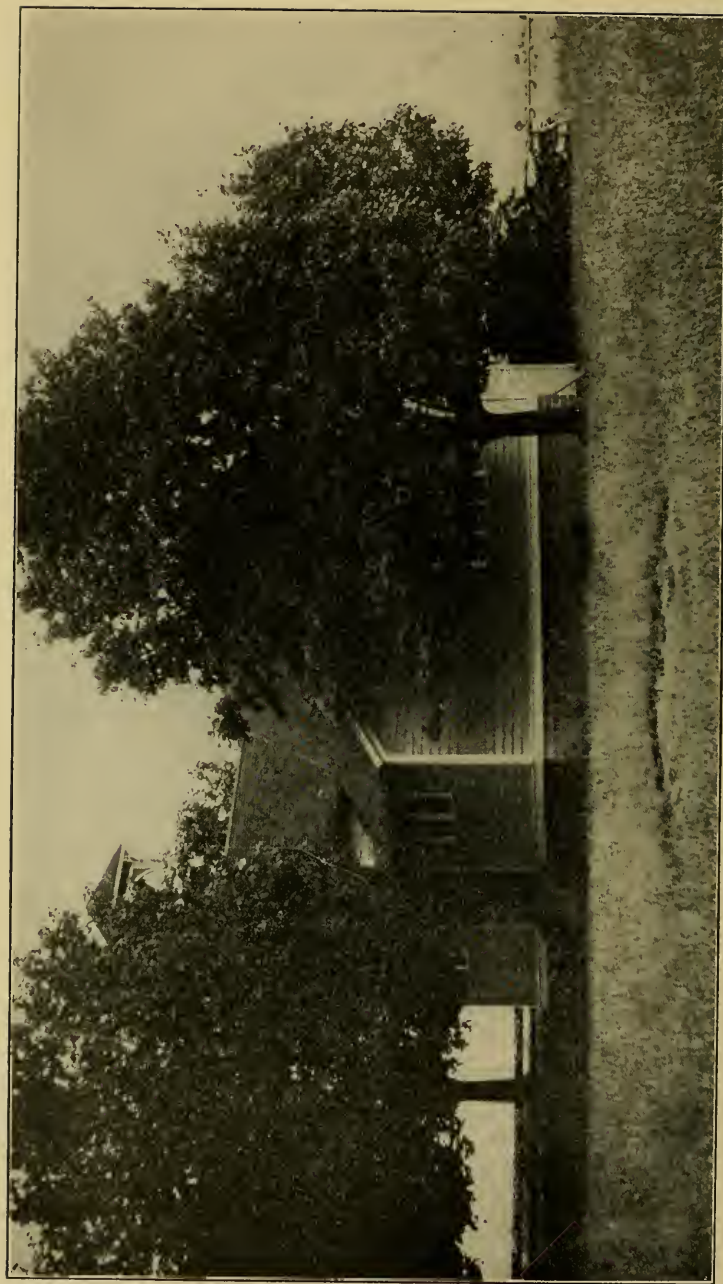
If a potato is dropped anywhere but in the circle where it should be placed or in the basket, it must be picked up and properly placed before another is touched.

To win a Class "A" badge, a girl must cross the finish line within 42 seconds from the time the signal to start is given.

To win a Class "B" badge, a girl must cross the finish line within 39 seconds from the time the signal to start is given.

BADGES

The badges are being prepared and will soon be ready for distribution.



The Bridewell School, District No. 7, Yamhill County, Oregon.



THE SOCIAL CENTER

CHAPTER VI



THE idea of the social center has grown out of the need—apparent to anyone who gives the subject a moment's thought—for a neighborhood get-together place. Our form of government in America, national, state, county and town, had its beginning at a time when the citizens could get together and talk things over, afterward voting on what was to be done in any emergency. The town meeting of the New England colonies shaped the laws that form the foundation of our democracy. The point is that the people got together and talked over questions of community interest—*afterwards* voting on such questions. With the growth of towns and cities the town meeting for all the citizens became more and more unmanageable, until the town hall, with all it stood for, has become a tradition. America has retained however, the democratic institution—the ballot box—that in the beginnings of our democracy took for granted the free discussion of public matters before voting.

Out of this abandonment of a common forum for the discussion of public affairs, has grown the spoils system of American politics. The voters in towns and cities coming to feel that there were too many of them to get together in a town meeting, and in the rural districts that they were too far apart, gradually abandoned the attempt and left the matter of talking over and planning affairs of government to those who had time and inclination—in short, to those who made politics a business. Hence matters of vital importance to all the citizens of a community have been repeatedly left for discussion and settlement to a small group of “interested citizens” meeting, perhaps, in the back room of a saloon.

Leaders of political thought are everywhere beginning to realize that unless we get back to something like the true

democracy that existed in America in the earliest days of the history of this country, the republic cannot last. It was because of this realization that all three of the great political parties endorsed the social center idea during the last presidential campaign. It was with this thought in mind that Governor Hughes of New York said in addressing a social center meeting: "I am more interested in what you are doing and what it stands for than anything in the world. You are buttressing the foundations of democracy."

In drifting away from the town hall plan and letting the little group in the saloon, the politicians in their headquarters or the newspaper publishers (who are influenced by a variety of motives not necessarily for the welfare of the community) do our talking and thinking for us on public matters, we have overlooked the fact that a natural social center (for a social center is merely a common meeting place for the interchange of ideas) stands waiting for us and is ours for the taking.

The school house is of course the natural social center. In Oregon there is supposed to be a school house within walking distance of every child. If within walking distance of every child, it is surely within reach of every adult citizen. The school district is therefore the natural neighborhood unit. Politically the neighborhood unit is of course the voting precinct. If precinct boundaries and school district boundaries were identical, the matter would be still further simplified. But for reasons more patent to the gerrymandering politicians than to the average voter this is not the case.

The school house is therefore the natural social center of the neighborhood because it is accessible to every man, woman and child in the neighborhood and because it belongs to the people of the neighborhood. Also because it has been paid for by the whole community and should be put to use for the benefit and enjoyment of the whole community.

The architecture of the school building has been treated elsewhere in this volume under the head "Types of School Buildings." But a word might be said here of the need for constructing school buildings with the idea in mind of their use as social centers. It would surely be a matter of economy in the end to combine, in the construction of the school building, facilities for its use as a school, a polling place, a public hall for speeches and music, a library and a gymnasium.

Not only should such a building be planned with all these uses in mind but there should be given to the structure something of that architectural dignity that rightly belongs to the tangible things that express our community life. The school house should be the Capitol of the district and should possess the dignity and beauty of a worthy public edifice. We are a materialistic people and who shall say that our custom of casting our votes (that is to say, of giving expression to our ideal of government) in livery stables, abandoned stores and the like, has not had its effect in besmirching our political institutions?

Organization

But a fitting structure for the carrying on of all the activities the social center idea implies will only come when the need of such a building has been fully demonstrated. This can only be done by the most careful and tactful drawing together of neighborhood interests in the common meeting place, however inadequate that place may be in the beginning. And now comes the crucial point of the whole matter—leadership. The right sort of leader is the all important factor in establishing a social center.

If “wishes were horses,” one would most ardently wish that upon each school district of Oregon there might descend an ideal personage, possessing the general information of an encyclopedia, endowed with the organizing genius of a Napoleon, the patience of a Job and the tact of a wise woman—who should thereafter act as civic and social secretary of that district. But lacking this paragon of all the virtues or even an ordinary mortal equipped with a thorough knowledge of advanced educational methods and having social training, the difficult task of organizing the district into a social unit falls upon the shoulders of whoever is willing to sacrifice personal interests for community good. More often than anyone else the person to undertake the beginnings of social center work is the school principal. In many districts in Oregon the principal will be enthusiastically backed up in his efforts by the school board or the county superintendent or his supervisors. In all cases he will receive help to the limit of their capacity to extend it, from the State Superintendent, and from both the University of Oregon and the Oregon Agricultural College.

How to Begin

The plan of procedure is comparatively simple in the telling and difficult enough in the doing. The principal, or whoever attempts to make of the school house a social center, should first acquaint himself with the needs and resources of the district. He should ascertain what organizations exist—granges, lodges, political, social or industrial clubs, musical, literary or recreational societies. He will probably find that there are already plenty of organizations—perhaps too many—but that the need is for them to co-operate. More than likely the investigator will find that most or all of the organizations are struggling under the disadvantages of unsuitable meeting places.

Adult Organization

The next step of the organizer of the center should be to bring together the people of the neighborhood. Ideally the general organization should include every adult resident of the district. Practically, if anything like a complete enrollment is out of the question, it should include representation of all the organizations already existing.

All of these people should be called together at a mass meeting, carefully planned to bring out as many as possible. At this first meeting a temporary chairman and secretary should be elected and there should be someone prepared to explain simply and clearly the purpose of the meeting and the need of a permanent organization for the conduct of the center. It is desirable to secure a speaker, already familiar with social center work, from the University or the Agricultural College or elsewhere to assist in the preliminary organization.

Responsibility for the civic and recreational welfare of the neighborhood should be placed upon this adult organization. A board of directors elected by this body might well undertake the management of the center.

The idea is not to form new organizations when enough already exist, but to focus the interests of the neighborhood in a common meeting place. A general adult organization made up of all the voters of the district, or otherwise thoroughly representative of neighborhood interests, seems almost necessary.

But if there are not already organizations existing among men and women, boys and girls, it is well to form Chapters or Circles that will be identified with some larger movement,

chiefly for the reason that the form of organization has already been worked out. The women may well band themselves into a circle of the Parent-Teacher Association. A pamphlet of suggestions relating to the organization of these groups in rural schools was issued in September, 1913, by the Superintendent of Public Instruction.

Information in the organization of boys' and girls' industrial clubs may also be had from the Superintendent. The national organization best fitted for boys' clubs having a variety of interests is doubtless the Boy Scouts of America. All information about the Boy Scouts may be secured from Boy Scout Headquarters, 200 Fifth Avenue, New York City.

The national organization for girls is the Camp Fire Girls, 118 E. 28th Street, New York City. The activities for girls outlined by the Camp Fire organization are splendidly calculated to develop the whole girl, physically, domestically and ethically. A similar organization, which lays special emphasis on out-of-door life, is the Oregon Trail Girls. The plan of the Oregon Trail Girls has been especially worked out with a view to the needs of girls of this state and appeals strongly to them. All particulars concerning it may be secured by writing to the Physical Training Department of the University of Oregon.

All social center activities should be planned primarily for those who are not in school, for the older boys and girls and the fathers and mothers, for these are the ones who most need social and recreational life. But they in turn should feel their responsibility toward the children who use the buildings and grounds at other hours, and there should be many functions and festivals planned for old and young to enjoy together.

Imagine for a moment a neighborhood—for the sake of a unit we may call it a school district—united in the interest of fathers and mothers, sons and daughters, meeting together in a place that shall be to them capitol, library, gymnasium, art, music and recreation center, with a determination to make the physical aspects of building and grounds fit their aspirations; what ideals for the enrichment of their community life are beyond reach?

Bibliography

The books listed here may all be secured from the Oregon State Library at Salem. There are many copies of some of these books available there. The State Library will loan books

singly or in lots to any individual, club, school, society, or any responsible organization in the state of Oregon, upon request. The single books are loaned for three weeks with privilege of renewal for two weeks and groups of books are loaned to clubs for the club year or to organizations for special purposes from two to three months. These books may also be sent out with the regular traveling libraries in the state. All books loaned by the State Library are loaned without charge but the borrower must pay transportation both ways. Books are now subject to parcel post rates, which materially lower the charge within the immediate zone in the vicinity of the library.

The State Library also has thousands of clippings and dialogues, plays and material for programs for special days. Most of these are kept in clipping form as the postage is less in that way. These things are loaned in small packages in accordance with the rules of the library.

All of the books mentioned in this list and any number of others on these subjects may be secured from the Public Library of Portland. The Portland Library is a county institution and all of these books are available for use in any school in Multnomah County.

Books in Oregon State Library on Plays and Playgrounds, Folk Festivals and Folk Dances

- 150-G89—Groos: The play of man; translated, with author's co-operation, by Elizabeth L. Baldwin; with preface by J. Mark Baldwin.
- 371.74-A51—American Academy of Political and Social Science: Public recreation facilities. (Annals of American Academy, Vol. 35, No. 117), 2 copies.
- 371.74-A58—Angell: Play, comprising games for the kindergarten, playground, schoolroom and college; how to coach and play girls' basket ball.
- 371.74-B22—Bancroft: Games for the playground, home, school and gymnasium.
- 371.74-B31—Bates: Pageants and pageantry; with introduction by Wm. Orr.
- 371.74-B89—Burchenal: Folk-dances and singing games; 26 folk-dances in Norway, Sweden, Denmark, Russia, Bohemia, Hungary, Italy, England, Scotland and Ireland, with music, etc.
- 371.74-C37—Charities and the Commons: Special number on play; 2 copies.
- 371.74-C47—Chubb and Others: Festivals and plays in school and elsewhere; illustrated.
- 371.74-C84—Craig: The dramatic festival.

- 371.74-C85—Crampton: The folk dance book, for elementary schools, classroom, playground and gymnasium; compiled by Crampton.
- 371.74-C855—Crawford: Folk dances and games.
- 371.74-G95—Gulick: The healthful art of dancing.
- 371.74-H67—Hofer: Popular folk games and dances for playground, vacation school and schoolroom use.
- 371.74-H67c—Hofer: Children's singing games, old and new.
- 371.74-H67p—Hofer: Constructive playground course for University of California experimental playground.
- 371.74-J63—Johnson: Education by plays and games; 4 copies.
- 371.74-J63w—Johnson: What to do at recess; 11 copies.
- 371.74-K15—Kastman and Kohler: Swedish song games.
- 371.74-L53—Leland and Leland: Playground technique and playcraft. Vol. 1.
- 371.74-L63—Lincoln: The festival book; May-day pastime and the May-pole; dances, revels, and musical games for the playground, school and college.
- 371.74-M31—Mann: School recreations and amusements.
- 371.74-M46—Medart: Catalogue Z of steel playground apparatus.
- 371.74-M54—Mero: American playgrounds, their construction, equipment, maintenance and utility.
- 371.74-N16—Narragansett Machine Co: Catalogue H3; playground apparatus; 2 copies.
- 371.74-N28—Needham: Folk festivals; their growth and how to give them.
- 371.74-N49—Newton: Graded games and rhythmic exercises for primary schools (for the schoolroom and playground).
- 371.74-P25—Parsons: Plays and games for indoors and out.
- 371.74-P42—Perrin and Starks: A handbook of rhythmical balance exercises.
- 371.74-P69—Playground Association of America: Proceedings and yearbook; 1908-09, Vols. 2, 3 (Nos. 3, 7).
- 371.74-S14—St. Paul Playgrounds Commission: Annual report 1906, 3d, 1907.
- 371.74-S24—Sargent: Physical education.
- 371.74-S73a—Spalding & Bros.: All-steel playground apparatus; 2 copies each. Catalogues X, X-2, X-3.
- 371.74-S73p—Spalding & Bros.: Playtime; 15 copies.
- 371.74-S81—Games and dances; a selected collection.
- 371.74-T64—Tothill: Tothill's special playground catalogue.
- 371.74-U58—U. S. Philippine Islands Educational Bureau: Athletic handbook for the Philippine schools.
- 371.74-W75p—Wisconsin Department of Public Instruction: Plays and games for schools; issued by C. P. Cary, State Superintendent.



THE USE OF LEISURE

An hour of play discovers more than a year of conversation.



It is well to leave off playing when the game is at its best.



The rule of my life is to make business a pleasure and pleasure my business.

—Aaron Burr.



The bow that's always bent will quickly break;
But if unstrung 'twill serve you at your need,
So let the mind some relaxation take
To come back to its task with fresher heed.

—Phaedrus Fables.



Sweet recreation barred, what doth ensue
But moody and dull melancholy,
Kinsman to grim and comfortless despair;
And at her heels a huge infectious troop
Of pale distempers, and foes to life?

—Shakespeare, *Comedy of Errors*.



Cleave to pleasures of the present. Adam, judging otherwise,
Lost his altered house of Peace, the lovely lawns of Paradise.

—Sir Edwin Arnold.



God made all pleasures innocent.

—Mrs. Norton.



Take all the pleasures of all the spheres and multiply each
through endless years, one minute of Heaven is worth them all.



The most delicate, the most sensible of all pleasures consists in promoting the pleasures of others.

—La Bruyere.

He that will make a good use of any part of his life, must allow a large portion of it to recreation.

—Locke.



It must always be remembered that nothing can come in to the account of recreation that is not done with delight.

—Locke, on Education.



Remembered joys are never past.



Who first invented work, and bound the free and holiday-rejoicing spirit down to that dry drudgery at the desk's dead wood?

—Charles Lamb.



A merry heart doeth good like a medicine.



It is doubtful if a great man ever accomplished his life work without having reached a play interest in it.

—Johnson.



The play of children has the mightiest influence on the maintenance or non-maintenance of laws.

—Plato.



We want to bring it about that the American working man shall not only make a living but a life—that his success shall mean a little more than that he continue to exist a certain time and die.

—Joseph Lee.



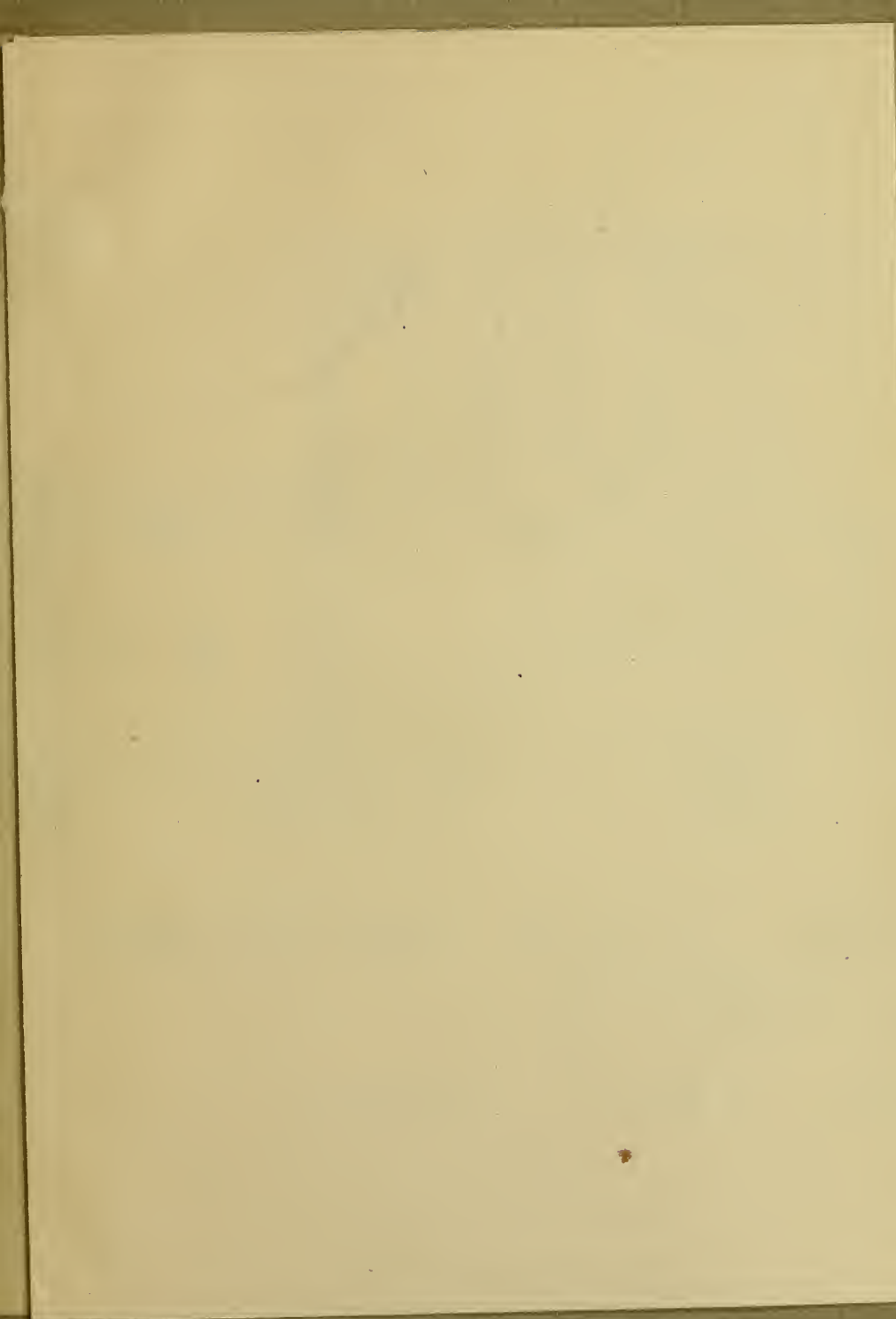
It is better to play a Jew's-harp than to listen to a Paderewski.



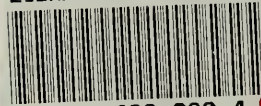
Happy hearts and happy faces,
Happy Play in grassy places—
That was how, in ancient ages,
Children grew to kings and sages.

—Stevenson.

SALEM, OREGON :
STATE PRINTING DEPARTMENT
1914



LIBRARY OF CONGRESS



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